

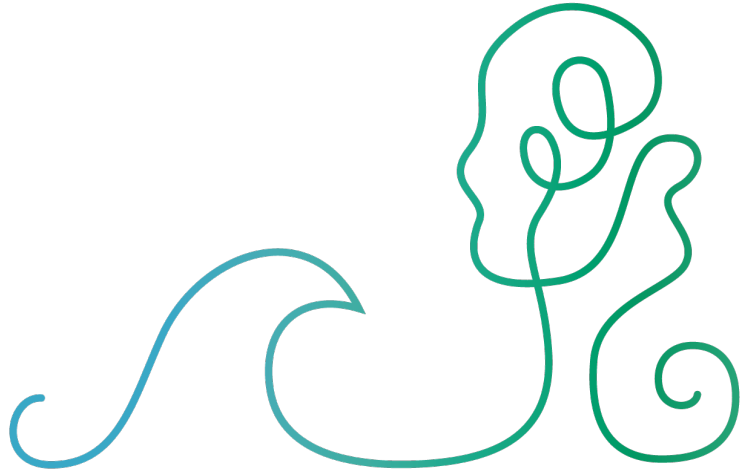
# TEACHERS' SELF-QUESTIONING STRATEGY WHEN PLANNING PROJECTS INTEGRATING ORAL LITERACY AT THE PRIMARY LEVEL

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# PROJET LITTORAL

## PRESENTATION PLAN

- INTRODUCTION
- PROBLEM AND RESEARCH QUESTION
- THEORETICAL FRAMEWORK
- METHODOLOGICAL FRAMEWORK
- RESULTS AND DISCUSSION
- CONCLUSION

# INTRODUCTION

- Since 1977, French has been the language of instruction in Quebec.
- Today, the number of students whose first language is not French is on the rise.
- 34.7% of students in the private school system came from an immigrant background.
- These children don't speak French at home and tend to use English as a second language.



Sainte-Anne Academy, a private school in Montreal where we conducted our research in 2022

# PROBLEM



- Students don't use French for everyday tasks.
- The teachers believed in implementing project-based learning (PBL) to get students express themselves more in French, but they didn't know how to integrate oral literacy in the project.
- Even if planning is an omnipresent skill, it remains a challenge when it comes to plan complex learning situations like in PBL method. Teachers must constantly question themselves about the task, the student, the objectives, the strategies used and themselves.



# RESEARCH QUESTION

How does the use of **self-questioning** help teachers planning **project-based learning** (PBL) that integrate French **oral literacy** at primary level ?

# THEORETICAL FRAMEWORK

A young girl with dark hair, wearing a blue t-shirt, is smiling and looking down at a small dark object she is holding in her hand. She is sitting on a blue tarp. In the background, there are other children and various items like a pink container, a purple water bottle, and a brown paper bag. The scene appears to be an outdoor activity or a picnic.

1. Self-questioning
2. Project-based learning (PBL)
3. Oral literacy



## SELF- QUESTIONING

- Self-questioning is a metacognitive strategy in which every learner is made aware of his or her own questioning and its deliberate, reflective use during a task (Lefebvre-Pinard & Pinard, 1985; Viola, 1999).

# PÉRIODE PROJET

## PROJECT-BASED LEARNING (PBL)

- A teaching method that gives students a central role in the construction of their knowledge (Raby, 2022). Students
  - choose a topic that sparks their curiosity,
  - plan tasks, search for information,
  - develop a final product, present it to an audience,
  - assess themselves and their peers (Aldabbus, 2018).
- This method gives students plenty of opportunities to express themselves orally at every stage of the project.





# PÉRIODE COMMUNICATION



## ORAL LITERACY

Speaking context such as oral production, vocabulary understood and used, comprehension of a message, listening skills, social interactions in in-school and out-of-school communication situations (Lafontaine et al. 2016).

# METHODOLOGICAL FRAMEWORK

This qualitative exploratory research used non-probability convenience sampling. The data collected were transcribed and coded using Nvivo software.

# Objectives

## GENERAL OBJECTIVE

Document the benefits of teachers using self-questioning to help them plan PBL that integrates French oral literacy.

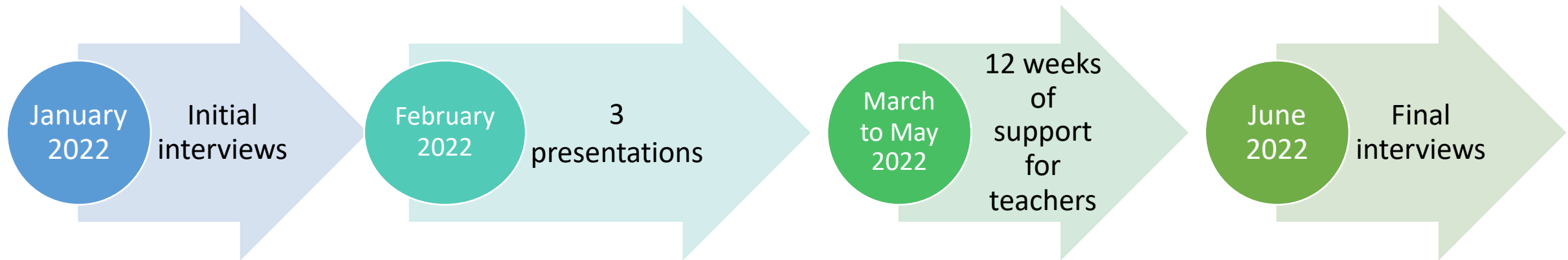
## SPECIFIC OBJECTIVES

- 1) Measure changes in teachers' perceptions of oral French literacy and PBL integrated oral literacy
- 2) Document the evolution of the self-questioning used by teachers during project planning;

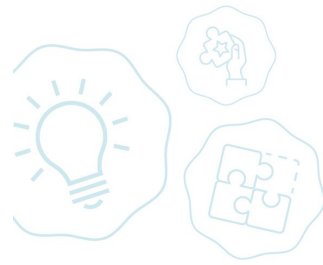
# Participants met for project planning.

Cycle and level	Number of participants	Number of projects per level	Number of support meetings
Preschool	1	2	5
Primary cycle 1 Grade 1	1	1	8
Primary cycle 1 Grade 2	2	1	4
Primary cycle 2 Grade 3	2	1	7
Primary cycle 2 Grade 4	1	1	7
Primary cycle 3 Grade 5	2	2	4
Primary cycle 3 Grade 6	1	2	3
	<b>10</b>	<b>10</b>	<b>38</b>

# Details of support system



# SELF-QUESTIONING FOR PLANNING LESSON



## PROJECT PLANNING



### THE START



#### THE TEACHER

- What's in it for me, and what are my concerns about an open approach ?
- What personal and professional resources will help me in this project ?

#### THE STRATEGIES

- Is the project approach consistent with the learning target ?
- How will I assess my students's learning ?
- How will students record their learning ?
- What choices will my students be able to make ?
- What teaching interventions should I focus on ?
  - For less autonomous students
  - For students with difficulties
  - For less motivated students



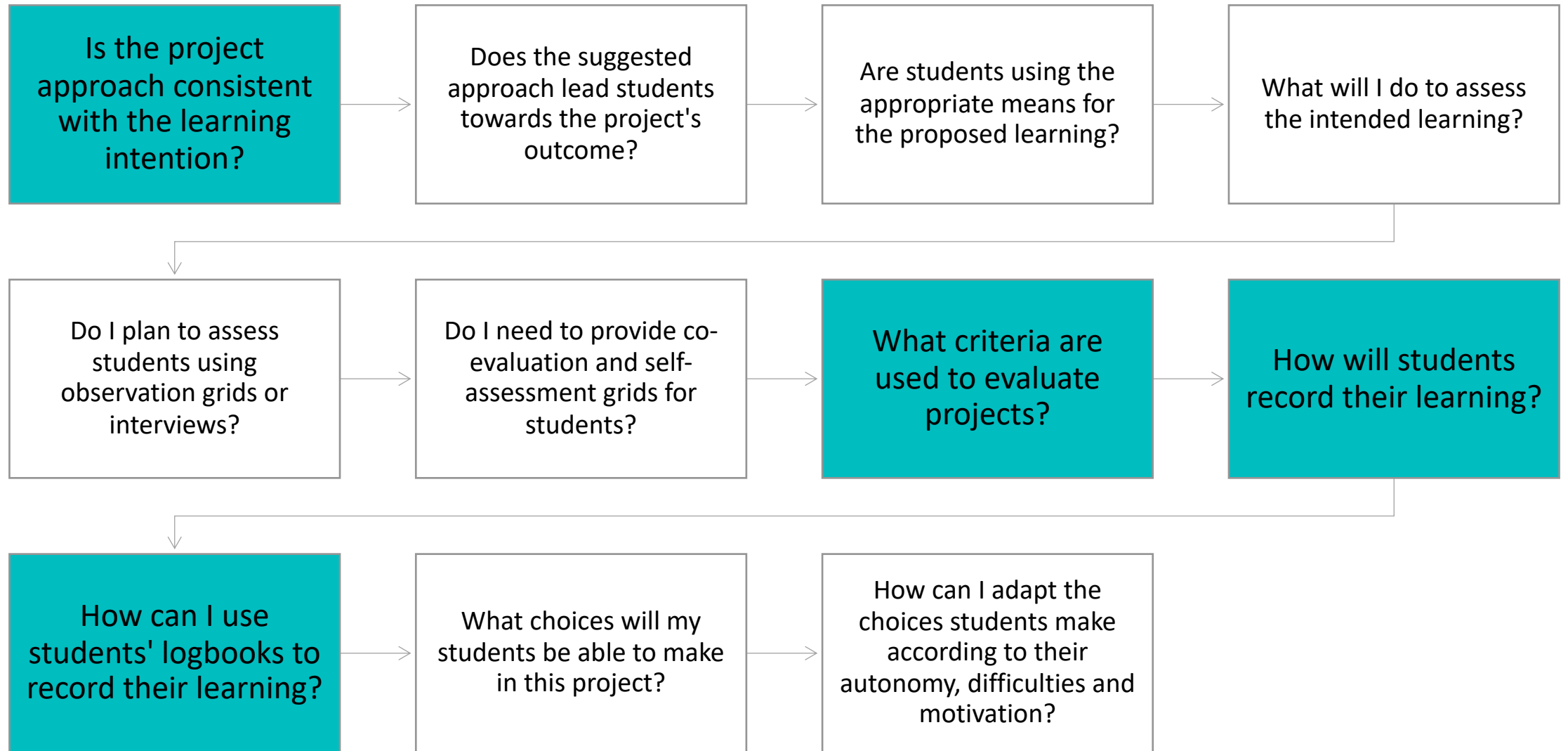
#### THE TASK

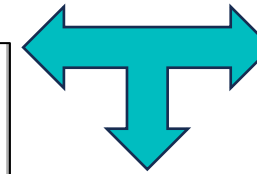
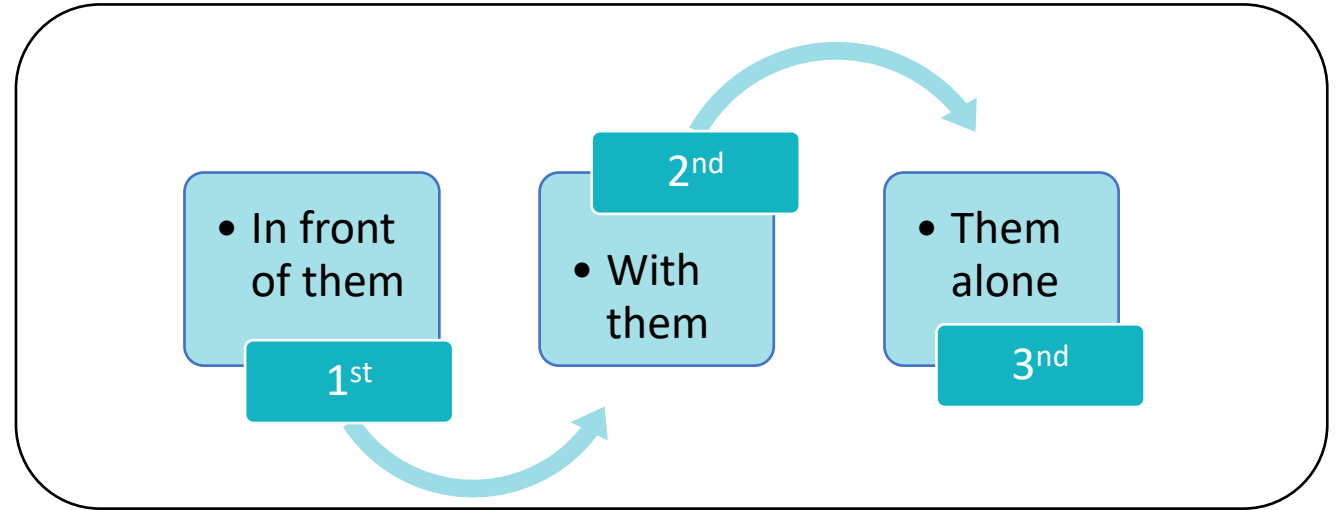
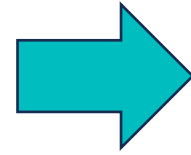
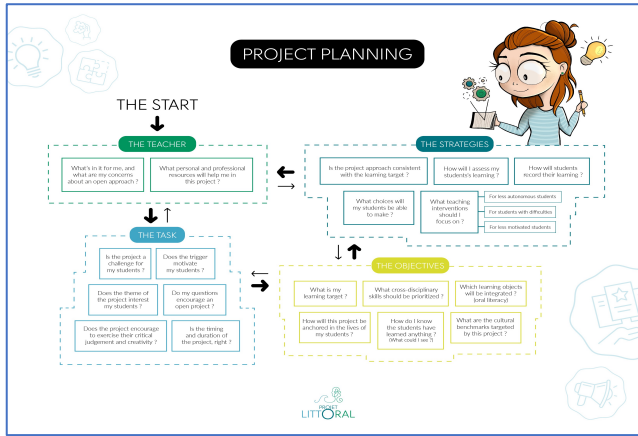
- Is the project a challenge for my students ?
- Does the trigger motivate my students ?
- Does the theme of the project interest my students ?
- Do my questions encourage an open project ?
- Does the project encourage to exercise their critical judgement and creativity ?
- Is the timing and duration of the project, right ?

#### THE OBJECTIVES

- What is my learning target ?
- What cross-disciplinary skills should be prioritized ?
- Which learning objects will be integrated ? (oral literacy)
- How will this project be anchored in the lives of my students ?
- How do I know the students have learned anything ? (What could I see ?)
- What are the cultural benchmarks targeted by this project ?







Tools and process designed to support teachers and students

### Grille de planification d'une situation d'enseignement-apprentissage

#### Tableau-synthèse / Apprentissage par projets

Titre :

Niveau scolaire	Domaine général de formation	Axes de développement
Cycle	<input type="checkbox"/> Média <input type="checkbox"/> Environnement et consommation <input type="checkbox"/> Santé et bien-être <input type="checkbox"/> Orientation et entrepreneuriat <input type="checkbox"/> Vivre-ensemble et citoyenneté	
Année		

Domaines d'apprentissage et disciplines

Langues	Mathématiques	Univers social	Développement personnel	Arts
<input type="checkbox"/> CD1 - Lire... <input type="checkbox"/> CD2 - Écrire... <input type="checkbox"/> CD3 - Communiquer oralement <input type="checkbox"/> CD4 - Appréhender...	<input type="checkbox"/> sciences-technologie <input type="checkbox"/> M - Mathématique	<input type="checkbox"/> CDJUS - Géographie, histoire et éducation <input type="checkbox"/> M - Mathématique <input type="checkbox"/> CDST - Science et techno...	<input type="checkbox"/> CDJUS - Géographie, histoire et éducation <input type="checkbox"/> CD EPS <input type="checkbox"/> CD ECR	<input type="checkbox"/> CDAD - Art dramatique <input type="checkbox"/> CDAP - Arts plastiques <input type="checkbox"/> CDJ - Danse <input type="checkbox"/> CDJ - Musique

Progression des apprentissages

Ordre intellectuel

Ordre intellectuel	Ordre méthodologique	Ordre personnel et social	Ordre communication
<input type="checkbox"/> CI1 - Explorer l'information <input type="checkbox"/> CI2 - Résoudre des problèmes <input type="checkbox"/> CI3 - Exercer son jugement critique <input type="checkbox"/> CI4 - Mettre en œuvre sa pensée créatrice	<input type="checkbox"/> CI5 - Se donner des méthodes de travail efficaces <input type="checkbox"/> CI6 - Exploiter les technologies de l'information et de la communication	<input type="checkbox"/> CI7 - Structurer son identité <input type="checkbox"/> CI8 - Coopérer	<input type="checkbox"/> CI9 - Communiquer de façon appropriée

Énoncé de la situation

Intention d'apprentissage

Document développé par Sylvie Viola, Ph.D. - Infographies : Julie Rose, M.A. - Illustrations, icônes et logos : MPBarterwork - Project LittOral page

Média  
 Environnement et consommation  
 Santé et bien-être  
 Orientation et entrepreneuriat  
 Vivre-ensemble et citoyenneté

CD1 - Lire...  
 CD2 - Écrire...  
 CD3 - Communiquer oralement  
 CD4 - Appréhender...

sciences-technologie  
 M - Mathématique

CDJUS - Géographie, histoire et éducation  
 M - Mathématique  
 CDST - Science et techno...

CDJUS - Géographie, histoire et éducation  
 CD EPS  
 CD ECR

CDAD - Art dramatique  
 CDAP - Arts plastiques  
 CDJ - Danse  
 CDJ - Musique

CI1 - Explorer l'information  
 CI2 - Résoudre des problèmes  
 CI3 - Exercer son jugement critique  
 CI4 - Mettre en œuvre sa pensée créatrice

CI5 - Se donner des méthodes de travail efficaces  
 CI6 - Exploiter les technologies de l'information et de la communication

CI7 - Structurer son identité  
 CI8 - Coopérer

CI9 - Communiquer de façon appropriée

## Carnet de route

Nom de l'élève : \_\_\_\_\_



# RESULTS AND DISCUSSION

Because self-questioning fosters awareness of the various elements involved in planning projects that integrate oral literacy it might :

1. Change teachers' perceptions of :
  - A. Oral French literacy
  - B. PBL integrate oral literacy
2. Help teachers develop self-questioning during project planning;

## 1.A

# Self-questioning and perceptions of oral Literacy

**Question :** What does oral literacy mean to you?

### Before teacher support

*For me, in fact, oral literacy would be **literature**, **sharing** things with students, **telling** things too, **analyzing**, that's it.*

[02 A-Ens2Ho]

### After teacher support

*Oral literacy, in fact, is the procedures that enable students to express themselves, but also to be critical, to share information, to develop other avenues, in the sense of other learning paths, we'll say.*

[02 A-Ens2Ho]

**Analysis :** After the teacher support, the concept seemed better understood by most of our teachers.

## 1.B

### Self-questioning and perceptions of PBL Integrating Oral Literacy

**Question :** What do you know about project-based learning that integrates oral literacy?

#### Before teacher support

*Ah OK. I think **it's important**, in any project, I think you should **always have this part included**. [07 A-Ens5 Fe]*

#### After teacher support

*I think any project incorporates, at its core, literacy. I mean, **I don't think you can do a project without touching on oral literacy**. It's **almost impossible**, because if you don't, you can't communicate to plan your project. We also do very collaborative projects. We've never done an individual project, and at the same time, when you make a project, your final product, there's obviously an intention to disseminate it in some way. Once again, you're going to use oral literacy. [07 A-Ens5 Fe]*

**Analysis :** Teachers' responses before coaching were rather evasive, whereas they were more precise after coaching, and the terms used to report their perceptions were more explicit ("I think" versus "it's almost impossible to" ..., "it's certain"/"I think" versus "it's extremely important").

## 2.

### Perceptions of Self-questioning Skills in Planning

Question : Do you ever have questions **BEFORE** plan lessons?

#### Before teacher support

*What parts of speaking would you like to **evaluate**, that you'd like to work on with the students? I think that, and also, **the way of doing presentations**, because there are several ways, either at the front of the class, or do we like to differentiate better by having several choices of presentation, so I think it's both, both big ones. [07 A-PRÉ Ens5 Fe]*

*But I also wonder, given that it's her 4th language or even her 3rd or 2nd, 3rd or 4th language, is her **French adequate** for her age and the fact that it's her 3rd or 4th language? [01 PRÉ Ens4 Fe]*

#### After teacher support

*I don't know. For me, **it wasn't difficult to see the oral component** in this project. It was a no-brainer. Even when it came to targeting what I was going to evaluate, it was clear in my head. [04 B-POST Ens1 Fe]*

**Analysis** : evaluation, ways of presentations, level of language / it's not a surprise : it's natural

# Perceptions of Self-questioning Skills when Planning

Question : Do you ever have questions **DURING** plan lessons?

## **Before teacher support**

*Oh my God! How do you **tie it all together**? How do you **make it clear** to the child? I'm a first-grade teacher, so I work with 6–7-year-olds. It would have to be clear, adapted to them, adapted to all the styles of learners I have in the classroom. That would be it. [04 A-PRÉ Ens1 Fe]*

## **After teacher support**

*But, in any case, the idea of the project-based approach isn't new, but this **idea of integrating oral expression at different points in the project and teaching oral expression**, teaching facets of oral expression, that's new. So, we're more into questioning, it's like exploring, saying OK, **what do we need to do here, like, where are we, what would be the right thing to do.** [ 08 B-POST Ens5 Ho]*

**Analysis** : consistency, clarification/Integration and teaching (training workshop) : model appropriation

# Perceptions of Self-questioning Skills when Planning

Question : Do you ever have questions **AFTER** plan lessons?

## Before teacher support

*Well, It's not going to go well. If they're going **to fool around**. If I'm going to have **to intervene**. Right now, it's more a question of **how I'm going to make the teams**. [03 A-PRÉ Ens6 Fe]*

*Yes, is everything in place, **is everything available** to the students? [ 04 A-PRÉ Ens1 Fe ]*

## After teacher support

*But I wondered **if they were going to like it**, if it was going to go well, if the **choices they** were going to **make** were **interesting** and **useful**, because this was the first time I'd done a "present it your way" project, where you decide how you want to present it. [...] So I was also wondering how to **manage my time**, when I was giving time to the preparation of the project. [01 B-POST Ens4 Fe]*

*It was a question of knowing **which grid we could use**, whether to focus more on a geography or history grid, or an oral skills grid. [ 10 B-POST Ens3 Fe ]*

**Analysis** : classroom management, material management/Interest, autonomy of choice, usefulness, time management, learning target

# Perceptions of Self-questioning Skills When Planning

## Impact of using self-questioning in planning on teaching practice

### After teacher support

*Well, we worked a lot throughout the project, even, both me and the students, questioning each other, pronouncing their choices, explaining why they'd chosen this or that over another. I asked a lot of questions. [04 B-POST Ens1 Fe]*

### After teacher support

*It was a very concrete project, where we worked directly on a classroom project, and it made us go deeper, asking questions we might not necessarily have asked ourselves before. How do we integrate cross-disciplinary skills? Do we have a primer? Do we have prior knowledge? Sometimes, we'll jump ahead a bit and explain the project to you, and then we'll start the research. [...]*

[08 B-POST Ens5 Ho]

**Analysis :** working together, questioning students, self-questioning, project relevance, appropriation of project-based learning

# CONCLUSION

Teachers' perceptions of oral literacy, the oral literacy integrated into the project and their self-questioning during planning evolved positively over the course of the coaching. However, we would like to point out the following :

1. Teachers mentioned that they had learned a lot during the project even if :
  - A. We had to start all over again for the PBL because they weren't following its fundamental principles.
  - B. We didn't have enough time to explore the notion of oral literacy with the teachers.
  - C. They said they would have liked to start the project earlier in the year to give them time to plan long-term projects.
2. Teachers said they had learned to ask themselves questions when planning their courses but :
  - A. When we observed the teachers planning their project, they didn't seem to ask themselves any questions.



# CONCLUSION

We now need to deepen the analyses to find out whether the perceptions of the teachers in our research can be associated with actual planning sessions.



Thank you !

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