

Abstract

Teacher's initial training has been documented as faulted when faced with teaching and understanding phonological awareness. A suspected cause of this issue is the inaccurate printed in the textbooks they learn from. One study has proved that the phonological awareness content in a variety of English textbooks is faulted (Hayward, Phillips, & Sych, 2014). The current study aims to duplicate this study by verifying the accuracy of phonological awareness content in textbooks but this time published in French.

According to the National Early Literacy Panel (2008), phonological awareness is "the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning". Many studies utilizing a variety of methods and conducted in different languages have demonstrated that there is a compelling relationship between phonological awareness and literacy development. The results of Duncan et al. (2006) have indicated that phonological awareness cannot be characterized as a generic large-to-small sequence. Children's phonological awareness skills seem to be dependent on the linguistic characteristics of their primary language. French language is a proved to be a syllable-timed language compared to English that is stress-timed. A recent study by Hayward et al, (2014) examined the efficiency in which the information on phonological awareness was delivered in textbooks for the students in teachers college. The authors collected 28 textbooks and paid close attention to the chapters that discussed phonological awareness and activity's to help promote the skill. They determined 6 categories to analyze in each chapter in the textbooks. The study showed many errors in the validity of information in every chapter. Chapters addressing phonological awareness in French textbooks published in the last 10 years will be analyzed for accuracy of phonological awareness content. University and college teachers program course outlines on the teaching of literacy skills in the earliest grades will be examined for the required textbooks. The publishers of each of the books in Canada will be contacted to confirm the most frequently ordered textbooks. A list of all textbooks identified in the course outlines, as well as those named by the publisher, will be compiled and a copy of each pedagogical text will be obtained. A content analysis will be performed on said chapters and error will be classified in categories in the original

study. It would be expected that the French textbooks be at a higher risk to have more errors given that they are often directly translated from English. These errors are at risk of presenting themselves more frequently due to the developmental differences of PA in the French language. If it is the case, knowledge of this study's results should highlight the importance of collaboration between SLP's and teachers in schools to improve phonological awareness instruction in the classroom and support a higher literacy rate in French Canadian children. This is the preliminary stage of this study; number of total errors in each chapter and category in each book will be reported.

Duncan, L. G., Colé, P., Seymour, P. H., & Magnan, A. (2006). Differing sequences of metaphonological development in French and English. *Journal of Child Language*, 33(02), 369–399. doi:10.1017/S030500090600732X

Hayward, D. V., Phillips, L. M., & Sych, J. E. (2014). Analysis of phonological awareness content in pre-service textbooks on the teaching of reading. *Canadian Journal of Speech-Language Pathology and Audiology*, 38(1), 6–22. Retrieved from: http://cjslpa.ca/files/2014_CJSLPA_Vol_38/CJSLPA_Spring_2014_Vol_38_No_1.pdf#page=8

National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy Panel. Washington, DC: National Institute for Literacy. Available at <http://www.nifl.gov/earlychildhood/NELP/>