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IMPACT EVALUATION
OF A BLENDED TRAINING and TUTORING PATHWAY

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Impact Evaluation of a Blended Training and Tutoring Pathway

Translated from French by:

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Message from Nada Oweijane, Ph.D, The President of the CERD

In the digital age, the CERD puts blended training pathways into place in order to have varied training opportunities and types. An "Impact Evaluation" of a training and tutoring blended system was conducted between March and June 2019, involving French language teachers. The evaluation aims to see if alternating a variety of training ways allows trained teachers to channel the competencies they have developed in terms of preparing a teaching session of reading for Grade 1, an approach that was developed by the French Language Department.

For that purpose, a set of methods, tools and reflective support materials were adopted based on a quantitative approach. The obtained results presented valuable lessons to learn from at the level of methodology, education and technique. The decision-makers at the CERD, the training office inclusive, took the results into account to calibrate and diffuse the aforementioned system and to better target upcoming ones.

As the CERD seeks to professionalize the 21st century teacher's profession, it places a great importance on the closely-knit link between practice and research in the training field. In this context, the impact evaluation ranks as one of the main priority research actions to take.

Together We Build Through Education
Nada Oweijane, Ph.D.

Message from Mrs. Rania Ghoussoub Mokled, Head of the Training Office

One of the Training Office's missions is to create and set up training plans that aim to develop the professional competencies of the public sector's administrative and educational staff, i.e teachers, trainers, etc.

Under this professionalization perspective, the Training Office has taken part in a research project about work analysis in order to strengthen the competencies of teachers, follow-up systems and educational (pedagogical) tutoring. Means to develop professional competencies to plan teaching reading in elementary school, is an example thereof.

The research also aims to showcase the importance of identifying the conditions that further the access to learning and the transfer of competencies in situ. This transition is to be done gradually under a blended training and tutoring pathway. The purpose of this research project is to study the effects of training and tutoring on the development of the learning and transfer process among professionals as potential learners.

The use of research as means of study and analysis of the training impact, reflects the purpose of the Training Office as regards improving the training and education services offered and the governance and management of the training's actions. The present research about the evaluation of impact of training is in fact a new investment that aspires to increase the efficiency of the staff at the workplace. It is an unprecedented first-time research project about this subject to take place in Lebanon. We hope, upon looking into gathered information that would allow us to make informed decisions about training, to able to evaluate the impact of training on learners: to verify that changes in classroom practices translate into results at the level of students.

We would like to extend our deep thanks to the researchers/authors who committed themselves to the thinking and analysis that this research work required: Mounifa Assaf Hakam, Ph.D., Carla Abi Zeid, Ph.D., Raymond Bou Nader, Ph.D., Mrs. Yvonne Feghali Kossaifi. We also thank Mrs. Kossaifi, the project's

coordinator, for her attention and availability that made possible finishing this project on time.

Our warm thanks to each and every member of the Training Office team (directors, RCR, trainers, tutors, administrative staff, etc), the Research Office and the staff of the academic departments, for their support and encouragement to proceed with the CERD's research project.

Rania Ghoussoub Mokled

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"When we do not know what we are looking for, we do not know what to find."

Lucien Febvre

This study uses the masculine form for the sole purpose of simplifying the text.

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Introduction

This research is the first "Impact Evaluation" conducted by the Center for Educational Research and Development (CERD) in Lebanon under the Disbursement Link Indicator (DLI 3) of the program Support for RACE 2 (S2R2). The evaluations of the impact enable the decision-makers who address educational policies to gain insight into the effectiveness of reinforcement programs, interventions and initiatives of the educational system. These studies contribute to setting forth policies based on the results of a study while evaluating the effectiveness of an intervention (Gertler, 2016).

According to F.M, Gérard (2003), the evaluation processes of the training actions were uncommon, rather "rare". They were generally limited to a "Satisfaction Survey" taken hastily at the end of the training. This operation was often performed based on intuition rather than reason and systematic reasoning. It was only in 1970 through to 1980 that educational research on educational practices greatly advanced, especially in the USA and Canada. In fact, these countries give priority to research on educational practices and teaching. Published works in this field see "education as an integral research object" and acknowledge the contributions of research on educational sciences related to the description and understanding of educational processes (Atlet, 2009).

It is important to acknowledge that educational (pedagogical) institutions, in search of effectiveness, are urged to define the strategic competencies in order to benefit the advantages of innovation and to confront mutations of all forms, especially those related to education and training. In such professional interventions, which are oriented towards others, the teacher is actually considered as a change actor having a great impact on his environment and on the development of required student competencies. As to the teacher's trainer, he is considered as the lever of the educational system since he possesses a wide range of resources and means that could bring change to the workplace. Training,

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[1] DLI3 targets the evaluation of the teachers' performance by measuring the impact of a blended training and tutoring pathway that is relatively long-term, offered by the CERD's Initial and Continuing Training Office.

guiding and supporting the teacher, then helping him to develop his professional competencies seem to be the main tasks to accomplish in a training context. The trainer would thus offer the teacher the opportunity to develop the processes of learning, transfer, integration, reflection, control, and problem-solving as well as creating a critical-reflexive stance. This professionalization turns out to be useful in terms of the professional ability to act, the specific action that has to do with both conceptualizing the action and taking it. The teachers' training and tutoring therefore appear to be a societal issue to take into account in order to improve the results obtained from the largest number possible of students, especially those disadvantaged (Bressoux, 2001).

In Lebanon, teachers in the public sector take part in continuing training sessions that are offered through regional training plans undertaken by the CERD. The duration of these training sessions vary between two to six extensive days. However, teachers do not receive the necessary support and close follow-ups that enable them to transfer their newly acquired skills. To cross this milestone, which is the peak of any learning, an internal process shall be integrated over time, with an individualized assistance that aims essentially to bring teachers to revisit their practices and to change their teaching ways.

As the CERD is fully aware that the professionalization of teachers goes through a blended training and tutoring pathway, the center set up a system called the "Francophone Initiative for Teacher Distance Training" (FITDT) . "Introduction to Reading" is one of the main fields that the CERD is highly interested in. In fact, in the elementary level, reading remains a choice in building fundamental learning. From March to June 2019, Grade 1 teachers, coming from four governorates, took part in a blended training (in-person and distance) on teaching reading. The main objective of the training was to plan a sequence of direct and indirect reading. Drawing on this reality, we raise the following problematic question:

To what extent does a blended training pathway, focused on alternating a variety

[2] The experimental stage of the FITDT in Lebanon spanned over roughly a year and was crowned by a graduation ceremony for teachers who passed the final written test. (External evaluation report, July [2017]).

of training processes, allow trained teachers to establish the transfer of developed competencies in preparing for teaching reading in Grade 1?

This question leads us to the following hypotheses:

- The blended training and tutoring pathway would develop the knowledge and know-how of French teachers when it comes to planning teaching reading for Grade 1.

- The impact of the teachers' blended training pathway would be contingent on their language level, age, professional experience, education level and region/governorate of training.

Theory of Change- Casual Chain:

Figure 2 is a visual representation of the process of planning for this evaluation research with the following assumptions:

- The collaboration and the engagements of all actors in this project as a condition for success at all levels.
- The budgeting of the work plan and activities of the project through
- S2R2 program.
- The design of a blended pathway that ensures individualized assistance and guidance as conditions for success of the transfer of acquired skills by teachers.
- The engagement and implication of the trainers/tutors and their overall investment to carry out the training and bring the trainees to give meaning to and understand the benefits of the process of teaching-learning of reading as a means to fight against and to prevent school dropout.
- As tracking down the impact on learning at the level of elementary students cannot be made before closing at least an entire academic year, and given the 3-month duration of our intervention under this research, we intend achieving a mid-term outcome.

Input	Activities	Output(s)	Short-term	Outcomes Mid-term	Long-term
- Primary and continuing training office at the CERD (regular schools' principals, RCR, trainers…). - Research office at the CERD. - Academic departments at the CERD: French language department. - Educational research and statistical studies experts. - French language teachers. - CERD's premises. - Training module and tutoring plan - Measurement instruments. - Budget.	- Development of the module's theory and study. - Discussion and work meetings by researchers. - Design of the blended training and tutoring pathway. - Design of the training module and tutoring plan. - Training of trainers/tutors. - Training and tutoring of teachers. - Logistics (group formations, setting up the premises and materials preparation).	- Training module and tutoring plan. - Description of the Trainer/Tutor model. - Training of all concerned trainers/ tutors. - Training of all concerned Grade 1 French teachers. - All teachers of the test group are tutored.	- All French teachers in the four governorates would have acquired the knowledge and the know-how on how to plan teaching reading	- All French teachers in the four governorates would have transferred the acquired knowledge to their activity of planning daily reading teaching. - Mastering the competency of planning the teaching/ learning process of reading at the elementary level.	- Grade 1 learners would be able to read French fluently and easily.

Figure 2: Casual Chain

In order to verify our hypotheses and achieve our research purpose, i.e. to evaluate the impact of a blended training and tutoring action, we will take the following steps:

First, we will define the theoretical frame of our study. We will investigate the professional development of teachers and its role in changing educational (pedagogical) practices. Next, we will present our methodology, in other words, our sample and the method of sampling, the choice of the adopted method such as the procedure of intervention and data collection. Finally, we will take into account the results of the research. We will focus on the 3-level evaluation model of the adopted training action.

In this study, we will put emphasis on the following key terms: professional experience- professionalization- impact evaluation of training- blended training pathway- didactic and reflective tools- direct and indirect reading- reading aloud- transfer- tutoring.

Professional Teachers Development and its Role in Changing Educational (Pedagogical) Practices

1. The Training's Impact Evaluation

Professional training is focal to the development of human resources and the mobilization of competencies. This management practice contributes to updating the incorporated competencies and to tend to lags and knowledge delays.

In this sense, the evaluation -which is regarded as an investment- is intended to provide concrete proofs of its efficiency in terms of achieved results that are quantifiable, measurable and interpretative. It is as well intended to bring forth tangible indicators of its profitability in terms of effectiveness and impact on the subject-actor within his practice and on the educational organization. This perspective is the basis of our research on the training's impact evaluation on teaching direct and indirect reading.

In this regard, the evaluation gained significance as means to make legitimate the actions of training and appreciate its efficiency. Evaluation bears meaning given that it will help making decisions and adopting new measures of control and remediation. In fact, evaluation is meant to take steps that aim to guide, over time, the action of training as soon as the decision to train is made.

1.1 Definition of Training Impact

According to Barzucchetti and Claude (1995), the act of evaluating the training shall consist of substantiating and rebutting, and showing the extent to which the set objectives are met or not and/or if they have exceeded those defined in the project. Evaluation has thus gained importance as a means to make legitimate the training action (Jouvenel and Masingue, 1995). In this sense, we use the definition that aligns with our study, inspired by Hazebroucq (1980) (cited by Pain, 1992), "To evaluate is to reflect upon the value, the significance and the meaning of the action that we have just engaged in." We suggest as well the definition of Strauven (2000), stating the following:

Evaluation is a process and a procedure that aims to collect information with the utmost objectivity possible in order to make decisions and to apply measures

that could further the effectiveness of the performance all the while taking into account its targets and the competencies to develop.

This characterization shows that evaluating a training action is an essential step as it aims to objectively determine the transformations, effects and changes that this training could generate. However, to meet our objectives, it is important to rely on a set of methods, tools and reflective support materials. This involves measuring the effectiveness of the training actions and to provide suggestions, educational (pedagogical) benchmarks and regulations that meet the identified needs.

1.2   Levels of Evaluation of The Training Effectiveness

Evaluating the effectiveness of training actions involves an auxiliary three-dimensional method of hierarchical order. Each of the three dimensions entails specific methodologies that, in turn, present some particular difficulties.

The first level mainly deals with educational effectiveness (effectiveness of pedagogy) that pertains to assessing the competencies acquired by the training participants in line with the training objectives. This actually represents the training's core and touches upon particular professional competencies to develop during the training.

The second level, which aims to transfer the training's acquired skills in real time, perfectly aligns with our research objective to achieve learning of direct and indirect reading. Our focus is solely put on the transfer of the training's acquired skills of elementary school French language reading. It specifically falls within a determined learning progression, from general planning through to educational (pedagogical) sequences preparation. The preparation and planning competency is intrinsic to "without the student" professional activity, as the student is not physically present and because the teacher plans and prepares, "outside the classroom" different support educational material based on the hands-on activity to do "with the student" in the classroom.

The third level has to do with the impact of the training on the workplace, particularly on organizations piloting the training. The question to raise here:

Have the training's acquired skills led to field results? Have the new competencies acquired by participants contributed to the progress of the pilot institution?

These three dimensions are essential and impactful in the evaluation framework, yet what really matters to know, according to Roegiers (1997), is whether the training allowed access to means of achieving field projected effects. Reason shows that these three levels are deeply interlinked: no effects would be generated unless the training participants put their acquired learning to use. This would be possible only if those actors have learned something.

1.3 Impact Evaluation under the Training's Systemic Perspective

Researchers Gérard, Brabant, Bouvy (2006) consider that in order to evaluate the impact of a training action, it is necessary to deal with several difficulties that could face the implementation of the training's systemic process. Within the context of our research, the intended process to guide the trained teachers to build new reading skills, contemplates a training, follow-up and tutoring pathway that is undertaken under the form of an educational assistance. Along this pathway, the subjects interact and act upon their activities to be able to accomplish the set task according to the adopted criteria by the group.

The impact of a training action is therefore closely related to the relevance of the training objectives, the educational effectiveness of the contribution and the quality of the transfer of the "acquired competencies" (Gérard, 2003). Therefore, the training action consists of implementing a process that would allow trained teachers to meet the training objectives. The evaluation of acquired skills is a means that proves the success of the process. The evaluation can be made during or at the end of the training.

1.4 Types of Difficulties to Take into Consideration while Evaluating the Effectiveness of a Training

The difficulties that might arise stem from the complexity of evaluating the effectiveness of a training action, especially when it comes to the operational tools used in this context that sometimes can be missing, and subsequently cause the given assignment to fail.

The first difficulty arises in the event that the desired field result is not explicitly defined nor translated into concrete and operational acquired skills. This complex operation would generate formal, observable and measurable elements that we can use to make a judgment about the situation and assess it step by step.

The second difficulty is that the impact could consist of different elements that do not match the initial expectations. This multiplicity gives rise to expected and unexpected effects that are both beneficial and detrimental. Based on research, identifying effects that are different from those expected could contribute to providing information and data that can shed light on the training's metrics.

The third difficulty comes from the complexity of isolating the effect that is effectively brought on by the training action itself. Obtaining a result is linked, under a certain growth order, to the expected evolution and under another order, to the training action.

How would it be possible then to measure the proportion related to the training and to identify all of the factors that could have impacted the training situation? Apart from the training action, the observable effect is usually linked to several factors that could impact the training, that back it up rather than counteract, such as the ambiance among the work team, the social climate, etc.

Furthermore, evaluating a training action in teaching or in the professional organizations, is often an "evaluation of the process" (Gérard, Brabant, Bouvy, 2006). The impact of a training action is directly related to the relevance of the training objectives, the educational (pedagogical) effectiveness of the training and the quality of the transfer of the acquired competencies.

The aforementioned evaluation difficulties pertaining to the effect of a training action are genuine and inspired by real life. To overcome difficulties, it is recommended to take into account the different dimensions of the evaluation by laying them out in a systemic perspective of the training in the shape of an overarching process according the following graph:
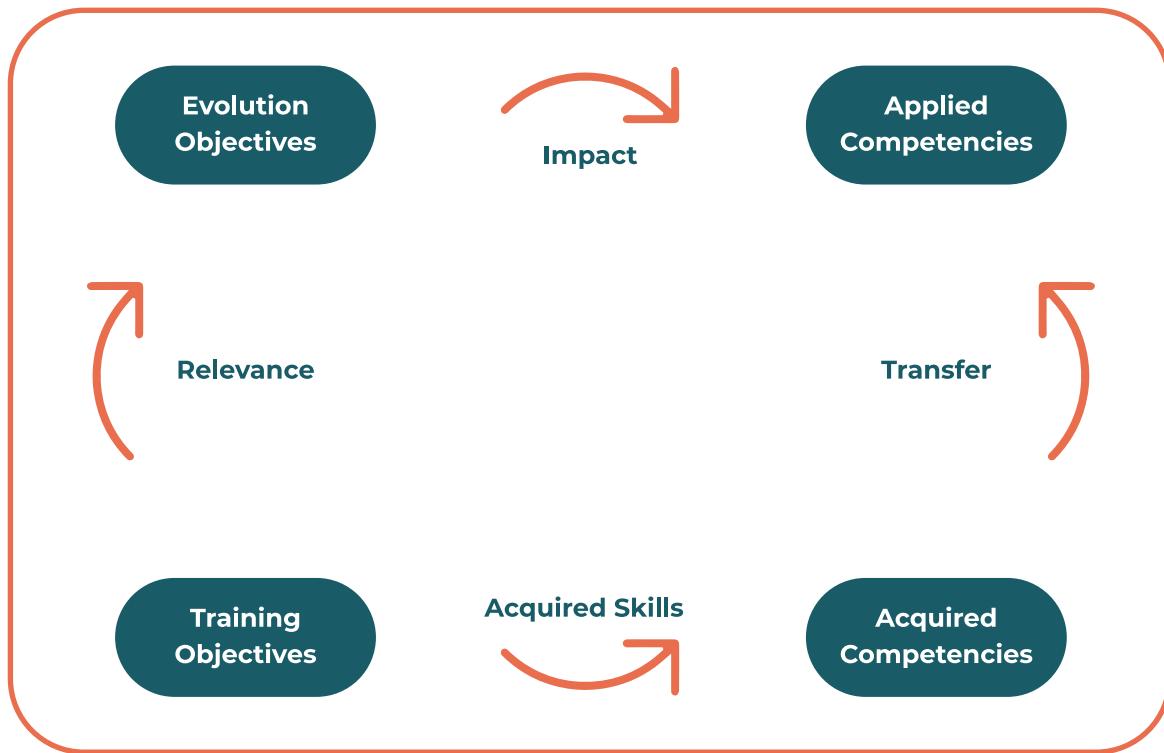
Figure 1: The process of Training and Evaluation (Gérard, 2003)

The training action outlined above is intended to allow, at first sight, meeting the objectives of the training and to determine the competencies to acquire therefrom.

Indisputably, the impact evaluation of the training action becomes a must to ensure the productivity of the training and to measure the positive impact of the training investment. What matters is to first carry out the training and then to verify what it actually takes to have a sound idea of the training's potential outcome.

Alongside of the results-centered management runs a set of principles, approaches and tools that could help meet those objectives. To devise and deploy strategies that lead to results is at the heart of the evaluation culture. This gives access to the systematic use of teachings that are generated by evaluations in order to direct the decision-making by those in charge. Implementing the research on the impact evaluation of the training about teaching-learning of reading reflects the fundamental principles of national appropriation, reinforcement of abilities and human development.

2. The Role of the Professional Experience in the Professional Development

The professional experience is now considered, when it comes to human professions and relationships, as "a major reference" (Zeitler and Barbier, 2012). This experience is highlighted in the process of professionalization knowing that it allows building and/or developing a variety of competencies among the different actors in the educational and training field. On another note, according to American and Canadian researchers involved in Research on Teaching, the practice is not limited to merely putting activities to work. It actually falls within the professional activity that comes from the "without the student" planning and design as well as the animation that covers steps, products, cognitive, relational, psychological, interactive and contextual processes (Altet, 2009). The professional activity is thus based on building learnings.

2.1. Definition of Professional Experience

Professional experience is faced with the challenge of being defined in a semantic plurality pool as this title engulfs a multifaceted notion that is hard to pin down. Experience is a process associated with every human activity that enables gaining acquired or revealed competencies that vary from one individual to another in terms of importance.

According to Vincens (2001), training and professional experience are two processes that allow acquiring competencies. Training connects the learner to other people, the teachers.

Professional experience refers to acquired competencies that are based on the individual's work practice. It is subject to a triple relativity:

- It depends on the individual who, at varying degrees, is able to learn lessons from facts on their own;
- It depends on the work context which brings potential experience;
- Finally, it depends on the educational system. The more the explicit training is developed and diversified, the more the experience field changes nature.

Note that in the works of Mayen and Mayeux (2003), experience is defined as a

matter of concern in adults' training and continuing training, and at the same time a matter of reflection for researchers and practitioners.

We thus find that professional experience cannot be limited to the accumulation of lived professional situations nor to the alignment of those different contexts. Subsequently, it is by no means seen as a set of accumulated competencies. We lean towards experience that is essentially seen as a process of giving a meaning to and formalizing a significant content for the subject-actor in relation to his practice that is put to work during the activity and in his real life that takes shape over time and becomes consistent on the ground.

2.2   Upgrading the Professional Experience

Upgrading the professional experience is regarded as an inevitable condition for the professionalization of future professors (Bullogh et al., 2003; Hascher et al., 2004). In the USA, experience is even presented as a master idea of reform in the training of teachers. In fact, benefiting from a more practical training with no lags between professional expectations and real-life (Hascher et al., 2004; Sutherland et al., 2005) highlights the change of orientation in relation to the practical experience role in the English literature.

To this, professional experience pushes the trained teacher to take in new learnings, and as a result, to change the preparation ways of his teaching following the 'understanding of the complex nature of teachers' work and professional knowledge used in teaching." (Sutherland et al., 2005). Practical experience presents itself as reassuring and "genuine" (Sutherland et al., 2005), which offers trainee teachers the opportunity to shoulder real responsibilities (Wilson, 2006). This perspective is backed up by the orientation drawn on several training systems (USA, Canada, Australia, Netherlands,…). This tendency sees training as an activity to embed in the context of the activity of reading design and teaching. This activity aims, on the one hand, to evaluate the real impact of training and tutoring on the development of trained teachers, and on the other hand, to identify the paths of acceptable and realistic chosen transformations, all the while taking into account

the mechanisms of the situation. It is necessary to examine as well the effect of the educational and reflective support materials used by the trained teachers in the context of individualized tutoring performed by the trainers.

2.3   Development through Experience: Competency Development

The development of professional competencies appears as a prime concern for organizations and educational institutions that evolve in a mutating environment. According to Paquay (2012), competencies develop essentially in and by way of practice when the professional "find himself confronted with real or semi-genuine complex situations", and is compelled to test "previously anticipated hypothetical scenarios". This development is also generated when the opportunity of giving a feedback about the practice is a must. The professional teacher has a reflective idea about his practice. This reflection-centered functioning leads the teacher to manage the complexity of situations and to gradually build professional competencies.

In this sense, development and experience are two closely-linked concepts. As to time, it is actually a key variable of development that is built over time and requires a certain sequence of events. However, development happens in rapid continuous leaps that can alternate during latent period that have to do with stages of elaborating thoughts, understandings and reflections. Following this process, professional transformations could come to light and take shape as experience "makes its way" after facing a binding class situation. In other words, the real-time classroom experience with students compels the trained teacher to find operational variants for his professional practice. Furthermore, practice cannot be regarded as the application of a method because each subject, based on his professional experience, adapts his ways to the characteristics of the method that inspired him.

As to training, it is positioned on the one hand as a means of developing competencies that allow updating knowledge and integrating new acquired skills in the professional practices, and on the other hand, as a means of evaluation focused on the training action. The purpose of training is to verify if, thanks to it,

the participants were able to build new competencies and put them to practice. Training is therefore a practice of management that allows facing competency lags and delays. In the context of competency development, training evaluation is an essential tool that ensures knowledge appropriation and transfer thereof to professional environments.

2.4   The Place of Experiential Knowledge

Practical knowledge accommodates different types of knowledge in-situ: practice knowledge, procedural knowledge of the way of doing, formalized knowledge and practical knowledge, i.e experiential knowledge. This typology is enlightening as it enables us to sort out into categories knowledge that is gathered up by the professional teacher. As to interlinking them, Atlet (2008) speaks of "mixing knowledge", "reconstructed by the action", and reorganized by and in the action, with a singular reconfiguration of professional situations. Hence, harnessing the experiential knowledge during training by reflecting upon the professional activity appears to be necessary with respect to the aforementioned current trends. The experiential knowledge approach allows the trainer to articulate both practice and theory through relations of complementary or differences and to assert his identity. This approach offers the trainer the opportunity to properly apprehend the meaning of the professional activity, and consequently guides him to better target the knowledge to be taught.

To this, since the professional experience is regarded as a resource, the professional development thus occurs in a cognitive, emotional and identity-oriented sequence. Those types of knowledge are the basic pillars of professionalization.

Currently, the acquired experiential skills are labeled according to their relations with the actions and the situations, and their way of combining different types of knowledge, "which mobilizes all resources for one end" (Mayen, 2009). The acquired experiential skills should be regarded as constructs and validated by and in the surrounding world rather than being solely regarded as the products of learning-by-doing.

3. Tutoring in Teachers' Training

Tutoring contributes to transforming the practical experience to a driver of the professional training of novice teachers (Kwan and Lopez-Real, 2005; Ponte et al., 2004; Sundli, 2007). The roles of university graduate tutors and trainers or others are formally valued (Ganser, 2002; Sanders et al. 2005; Tang, 2002). The participation of experienced tutors, the "critical friends" (Kwan and Lopez-Real, 2005), next to the teachers appears to be an essential factor of practical experience gain in terms of learning the profession (Sutherland et al., 2005; Weiss and Weiss, 2001; Wolf, 2003; Zeichner, 2002).

3.1   Definition of the Tutoring Concept

A great number of concepts and notions (Depover and Quintin, 2011) are associated with tutoring: advice, guidance, support, etc. Distance learning has certain variations as well, such as: correspondence courses, online training, e-learning… Tutoring thus positions itself as a headline used in the context of distance training and/or blended training. Aside from usage, Moussay sees that tutoring has actually become "a central system in professional trainings" (2009).

The first and second summary notes (Chalies and Durand, 2000) and (Chalies, Cartaut Escalié and Durand, 2009) show "the usefulness of tutoring for young teachers". The second note brings on the initial title in order to update the first all the while ensuring to show the effect of tutoring after "20 years of experience" (2009). This second note defends itself in view of the development of teachers' training policies and productions around this topic.

Literature review of this concept allows to essentially reach four assumptions about "the usefulness of tutoring" seen as a means that serves:

- Developing "awareness which is at the same time a reflective distancing" (Plaisance and Vergaud, 1993);
- Building reflective thinking;
- Setting dialog situations that further sharing about the profession;
- Integrating the participation model that incites the involvement of the

actor in a professional culture founded on social interactions between the stakeholders working in a context of a community of practice (Moussay and Méard, 2010).

3.2   Tutoring: A Frame for Professional and Personal Development

The assistance of a guide or a tutor makes possible distancing the actor from his own work. This assistance raises his awareness of the global nature of his activity. It is important to have a guide to help the tutored teacher think about his usual practices from a co-training perspective (Atlet, 1994). Revealing the practices and verbalizing the training activities in context contribute to building reflective competencies that are necessary to the practice of the teaching profession as reflective practitioner. All research studies actually illustrate the increasing function of reflectivity. It is the best path that leads the reflective practitioner to integrate new configurations of mobilized conceptualizations and resources to tend to problems faced during training. This reflectivity allows the subject to have access to the tools that help him take better mastered actions.

Post-training tutoring would be one of the ways of teacher professionalization since it contributes to initiating the process of building professional teaching competencies; a process that remains ambiguous up to this moment. Research works in this field highlight the main points that foster the process of competency development (Perrenoud, Atlet, Charlier and Paquay, 2012):

- Competency development is done based on reflection upon the experience or a real-time practice performed in complex situations or problem-situations. In similar situations, revisited practices would be built, rebuilt or undone and dismantled;

- Reflecting upon the action, based on the trainer's experience, develops important mental abilities of which control after action. This fosters the receptiveness of the feedback on the activity that was carried out by others;

- Appropriation of theoretical knowledge through "integration/assimilation" of new knowledge.

Tutoring, as a guidance frame, make possible the outset of the learning process which strives to lead the subject to reach an advanced level of appropriation and integration of new knowledge. This latter stage is that of transformation of practices and attitudes that reflect a professional change based on self-change. During its evolution, this linearity corresponds well to the process of professional change throughout its stages, from action, to reflection upon the action, up to the integration of new learning into the practices and attitudes in professional situations.

The tutoring situations that take place in the context of a mission assigned to the trainer/tutor aim to bring the trained and tutored teacher to learn about the ability to analyze, the ability to think and the ability to justify. To achieve this, the tutored is urged to connect different heterogeneous elements that come into play in the activity to be carried out in context (Perrenoud, Atlet, Charlier and Paquay, 2012).

As experienced teachers take part in the practices of those tutored through honing their learning and ability to implement a method of work in the classroom, the tutored teachers are driven to adjust their activities by means of interactions among one another (Danielson, 2002). This opportunity allows the tutored teacher to engage in a critical reflection upon his practice in the classroom, in collaboration with the tutor and/or the trainer.

3.3   The Effects of Tutoring on Surveyed Teachers

The knowledge derived from tutoring is at the heart of the internal learning process. Follow-up and tutoring provide factual information and data that, once validated and integrated, become a learning-fostering knowledge. Tutoring, integrated into the practical experience and the professional development of trainee teachers, is seen as a decisive element in the professional training (Sutherland, Scanlon and Sperring, 2005).

Through this lens, the professional development of our population will aspire to construct, on the personal level, the appropriation of knowledge related to

the method of direct and indirect reading, as well as reflection during all the instances of the professional activity. This development aims to create a space for collaborative dialogue among the different professionals: tutors, trainers, peers and/or colleagues. Such a step urges these actors to verbalize, discuss, and formalize their respective ways of how they do work and/or act in the classroom. This mutual exchange could be very useful to create literate school communities.

4. The Transfer of Learning: A Process For Educational (Pedagogical) Practices' Change

Pioneer authors like Meirieu and Develay, (1996); Perrenoud, (1997); Rey, (1996) and Tardif, (1992, 1999), stressed the low rate of transfer of school learning into real life. This, in their eyes, justifies "the necessity to make changes to educational practices" (Péladeau, Forget, and Gagné, 2005). Drawing on these observations, the objective of reforms will further the transfer in order to enhance the "useful value of learning". In fact, the three building blocks of a quality learning (whether school learning or not) are the acquisition, retention and transfer of learning. The congruence of these parameters in the English literature (Adams, 1992; Bernstein and Gonzalez, 1968; Druckman and Bjork, 1991; Shea and Morgan, 1979; Hagman, 1980) has only contributed to amplifying the necessity to consider those building blocks as an interacting set in a system that corresponds to the systemic core principle "the whole is greater than the sum of its parts" (Roegiers, 2001). It is noteworthy to point out that the transfer is contingent upon the existence of the other two parameters. This transfer allows conveying a knowledge or an ability in a certain context to the same knowledge or ability in another context with the same level of complexity. This can be done by identifying situations in similar contexts (2011). Appropriation is essentially centered on the acquisition of knowledge or ability in similar situations (of the same family). These situations are not seen as they are when it comes to appropriation. They are, on the contrary, mainly suggested to the learner for the purpose of enabling him to have a better appropriation of the notion.

4.1   The Forms and Types of Transfer

4.1.1   The Operational Transfer as an Integration Equivalent

Rogiers (2011) develops the "operational transfer" that leads, according to him, the learner to use the knowledge or the skill in a concrete situation. As to integration, it incites mobilizing the set of resources in new complex situations and acquires therefrom the meaning of using resource configurations in context. This way, integration connects, according to Rogiers, the two types of transfer (lateral and operational) by rebuilding the two components of reinvesting acquired skills. At this advanced level, the transfer will be regarded as a "reflected" ability to act (M. Develay, OIF, 2008) and as a "critical" ability to act, which brings it closer to the notion of competency. The notion of "reinvestment" replaces that of the transfer (M. Atlet, OIF, 2008). Competency thus becomes intrinsic to the mobilization of resources in a new context.

4.1.2   The Spontaneous Transfer and the Informed Transfer

Researchers Gick and Holyoak (1987) find that transfer is of two forms: the spontaneous transfer and the informed transfer.

If the first form is often hard to establish in an analogical reasonable situation, the second, which is akin to the notion of application, is instead very common and relatively easy to obtain. It is therefore a must to identify the conditions that are likely to foster a greater transfer. Nevertheless, an efficient intervention in this regard requires a good understanding of the phenomenon and calls for a better acknowledgement of the transfer under all its forms and reconfigurations. (Péladeau, Forget and Gagné, 2005).

4.1.3   The Vertical Transfer and the Lateral Transfer

Researchers Péladeau, Forget and Gagné, (2005) studied two types of transfer: the vertical transfer and the lateral transfer.

The notion of the vertical transfer involves the hierarchical relations built among the acquisition of abilities and the simple and complex know-how in the same filed. This notion pays the role of facilitating complex learning, for it underlies the

existence of learning law and hierarchies (White and Gagné, 1974; Winkles, 1986). Under those hierarchies, an individual would not be able to acquire a complex skill without first mastering its building blocks. It is the kind of transfer that nears the assimilation-accommodation process (Piaget, 1967), or the process that tends to build the subject's acquired skills without seeking to contextualize it in a real situation.

As to the lateral (or horizontal) transfer, it rather involves the types of transfer that lead to the application of prior knowledge in a new situation that has a similar or equal complexity level.

We lean towards the vertical transfer as introduced by the researchers Péladeau, Forget and Gagné, (2005). It involves the hierarchical relations that exist among acquired simple and complex skills in the same field. The notion of learning hierarchies is ubiquitous, not only in the behavioral theories of learning but also in cognitive psychology. It is in particular the case of studies on development of cognitive automations. In this sense, we adopted a model of learning of direct and indirect reading while taking into account the hierarchical aspect of learning reading that is based on establishing automations at the level of grapho-phonic decoding skills first, followed by the skills of blending sounds into syllables. Moreover, in the absence of an explicit learning of sub-skills that are related to decoding, students will be unable to match elements and learn how to read.

Regardless of type, the transfer remains a personalized step that varies from one actor to another as each is unique. According to Roegiers (2011), each actor thus makes the transfer differently from others, owing to varied factors that come into play in this cognitive, conative and metacognitive process. Transferring not only requires having resources, but also being aware of the situations in which these resources could be used.

4.2   The Transfer of Learning according to Tardif (1999)

Transfer is a powerful word that depends on cultures that underlie the educational interventions in a certain context. According to Tardif, the steps of the process of change have a linear sequence. However, completing each of those steps is

contingent on the "level of expertise of individuals in the field of the knowledge in question." (1999, p.72) According to Tardif (1999), the process that makes up the dynamic of the transfer of learning is developed through evolutionary steps, as follows:

1. Encoding of learning from the source task;
2. Representation of the target task;
3. Access to memory knowledge and competencies on the long run;
4. Matching the elements of the target and source tasks;
5. Adapting non-matching elements;
6. Evaluating the validity of matching;
7. Generating new learning.

This line of steps is a whole that functions according to a solid sequential frame where the back and forth between those stages is impossible. However, completing those steps depends on the level of expertise of the subjects with a connection to the concerned knowledge (1999). The successful transition from one step to another takes into account the sequential aspect of each step before reaching the final transfer of knowledge and competencies. This does not rule out the fact that the back and forth movement is a must in a whole system that leads to the different processes of transferring learning. The iterative interactions and matching them within each sequence are a part of this complex and dynamic process to have access to the transfer.

Transfer and learning are complex and progressively systemic processes. Integrating the evaluation of the effect of the training into a systemic and global perspective is mainly based on creating and putting to work a process that allows meeting, respectively, the objectives of the training's evolution, i.e. acquisition of competencies by the participants over time.

5. Didactic and Reflective Tools for the Professional and Personal Teachers' Training

CERD's training and tutoring system invites the trained teachers to use "WhatsApp" to produce work as well as communicate, discuss and share their input within

the Lebanese context regarding the teaching/learning of the direct and indirect reading method. This communication tool made it easier for teachers and the tutor to get in touch since they are available and reachable at any time.

Our ultimate objective is to help these trainees design plans, jointly and individually, and to prepare reading sequences for the elementary level. To achieve that, using an array of multi-purpose tools would support the process of studying the impact of training on the population and would facilitate implementing the process of training and tutoring. Subsequently, this path leads teachers to consider these tools as didactic and reflective objects.

In this sense, the task of guiding and "being with" the teachers to achieve the development of teaching appears to be necessary. This blended training pathway will enable them to estimate and be aware of their own progression by resorting to formalizing the professional speech and to use linguistic resources in order to first get their thoughts together and then to develop an understanding of language as an object to be taught and learned. This evolution will lead them to establish their position as responsible subjects-actors on their way to be more independent.

5.1 The Relationship between Thinking, Language, and Action

Thinking "is nothing but that ability to draw representations of things and act based on those representations" (Benveniste, 1996). This statement sheds light on the reflective work, or the consciousness work, as an "action of thinking that comes back and acts upon itself" (Bronckart, 1996). The cautious, applied use of signs, of which spoken language and writing, fosters this intended control of attention (Schneuwly, 1985) and offers the opportunity to alter the representations. This process is conducive to rethink the action. Reflexivity falls within this close-knit relationship between thinking, language and action.

5.2 Tools as "Means of Work"

The activity of the teacher is defined as the result of a compromise between the multiple rationalities such as the didactic and pedagogical objectives of the teachers and their subjective goals. The activity takes into consideration the constraints

and resources of the workplace where the teacher practices his profession (Goigoux, 2007).

It is important to expand the tool notion to use it in the analysis of the teacher's work. It involves considering work as an action on mental processes that are performed through instruments that have specific functions. In the context of our research, we are interested in tools that have to do with taught work which allows speech and language to become study objects. Observing teaching as "work" (Schneuwly, 2000) and the professional activities for which the tools are used, allow to have an integrated approach to the multiple aspects of the profession.

The means of work, the tool or the instrument, is defined as a historical product of a certain society. It thus shapes up work, gives it a particular form, and contributes at the same time to the development of the person using it. The tool is a powerful mediator between the teacher and the reading activity as well as the latter and the peers.

There is a minimal interest in the study of taught work, as asserted in the great American handbooks (1986, 1990, 1996). These research studies show that teaching is not approached from the angle of analysis of work achieved by teachers. Hence the importance of our research that consists of evaluating the impact of training on the practice of the teacher, the analysis of his professional activity, along with pushing to the front the transfer of new learnings in context. This approach will allow for transforming the teacher's way of doing.

5.2.1 Tools for Reflective Teaching

We are inclined towards reflexivity which is regarded as a "stance aiming to achieve a transformation; one that is carried out collectively and through methods; one that mobilizes and allows for the appropriation of theoretical and practical knowledge" (Voz and Cornet, 2010, p. 45).

The training and tutoring actions are based on engaging the trainees in co-building and pooling professional references about the teaching/learning of

French reading. These actions marshal self-developmental didactic tools and reflective support materials that require self-reflexivity upon one's professional practices, and particularly upon the activity within the frame of structured work between tutors and teachers and between peers. The trainees' meetings and sharing promote "inter-subjectivity" that leads the subjects to create, together, platforms of reflection and action processes for the purpose of practice.

These tools contribute to highlight the various paths of the subjects with respect to the transformation of their activity, and to the change that occurs at the level of their learning and awareness. This professional pathway actually maintains recurrent back and forth movements between "the objectivity of subjectivity" (Bourdieu, 2019), the professional knowledge and the re-appropriation of that knowledge by each trained teacher. A double movement is consequently launched in a circular motion between objectification and subjectification.

5.2.1.1   The "Analytic Rubric" According to English Literature

The tool named "Analytic Rubric" is a title used in the English literature (Andrade, 2014). It is of paramount importance as it is an evaluation and self-evaluation tool that indicates the evolution of each subject in reference to the components of the task to complete as regards competencies and attitudes. This "Rubric" is, as well, one of the educational and developmental tools that encourages the subjects of this research to think, appreciate and give a constructive feedback about the action, and to rethink each step of the learning process of direct and indirect reading.

The "Analytic Rubric" takes into consideration the contents pertaining to the targeted method of reading in reference to the competency of planning a sequence of reading divided into three parts that have to do with:

- Developing the skill of direct reading;
- Developing the skill of indirect reading;
- Developing read-aloud strategies.

Each part provides five assessment rating scales that underscore the progression

of the trained teacher throughout this pathway including the training and tutoring based on two votes: that of peers and that of the tutor. This tool first addresses the training's different set objectives on the basis of competencies that are targeted by the professional training. It then asks the participant to estimate his level of competency regarding each objective, during and at the end of the training.

The "Analytic Rubric" takes into account the dialogical speech between the tutor and the tutored, and the collective speech between the trainer, tutor and peers. These multiple speeches show the value of the collective dialogue as a ground for the emergence and formalization of individual and collective activities (Moussay, Blanjoie and Babut, 2017). Comparing the answers with each part of this analytic tool sheds light of the effect of training in terms of expected products in the suggested activities under the targeted objectives.

In the context of our study, reflexivity is equipped with conceptual frames that are included in the clinical approach of the activity (Clot, 2008) and with the particular modalities of analysis and evaluation of each step of developing the reading sequence. This will allow trained teachers to build a "reflex reflexivity" that will enable them to act a priori upon the activity and to go the extra mile instead of indulgently replicating the teaching practices derived from their own experiences (Bourdieu, 2001).

Following a task to accomplish, the "Analytic Rubric" calls for the retrospective reflection upon the action. It involves:

- Revisiting to the method and resources used in context;
- Introducing the modifications based on the self-controls made during the action and the adaptations to the context as well as to the requirements of anchoring the reading method adopted in the professional practices.

5.2.1.2 A Reflection Chart on the Current Activity

Using a chart to mobilize reflexivity on the action before carrying it out contributes to launching this process straight from the design, the preparation for each step

in teaching direct and indirect reading, and reading aloud. Intertwining action and reflection upon the action in order to establish a reflective process makes the transfer from one situation to another easier.

The reflection chart that precedes the action reveals the anticipated analysis of effects and professional practices that are already explicit at the level of each step of the activity. This will enable the appropriation of the theoretical knowledge through the "integration/assimilation" of the new knowledge (Paquay, 2012).

5.2.2   Didactic Tools within Teachers' Reach

This research makes use of several educational tools that involve the method of direct and indirect reading such as the preparation template used for preparing a sequence of reading. This template is designed within the frame of impact evaluation of the training in question. In this perspective, the template is made in reference to the constituent components of the targeted reading method.

The template of a reading preparation sequence is a model document where the user writes down a specific content in the assigned slots. This tool is designed to facilitate completing a set task and to check the required data to gather up while accomplishing the target task. As a part of our research, the trainers/tutors have set up a template that corresponds to the content of learning and the task of sequencing the plan to learn reading.

The template of planning a sequence of reading is made based on the direct and indirect reading method adopted in our research. This tool connects the different components of preparing for a sequence of learning: to determine target objectives at the end of a sequence, along with specifying the previous acquired skills and indicating the support materials that will help with implementing the learning process.

The template gives insight about the progression of acquired skills related 1) to the direct method while identifying new words and creating a vocabulary and spelling capital; and 2) to the indirect method through practicing the auditory

and visual discrimination followed by encoding. Reading aloud is developed by combining the two methods while taking into account punctuation, tone groups and linking rules.

This tool consolidates the connections and interconnections between all of the other tools used in the process of appropriating new learnings. The entries indicated in the template are to be studied and evaluated along with those mentioned in the reflection form related to the reading activity. The data generated from these two tools are to be read and analyzed by relying on the "Analytic Rubric" as an evaluation tool that takes into account the evolution of learnings at the level of each component of the reading method and based on perceptible indicators that point out the level of mastery of each step in this system.

The combination of action and reflection upon the action allows setting up a process that facilitates the transfer from one situation to another.

6. French Language Teaching in Lebanon

In Lebanon, the status of the French language swings between being a second language, a foreign language and a language of instruction. In the French-speaking establishments, French is the language of instruction. Learnings of scientific subjects are taught in French. It is thus a must that learners develop their competencies in French to be able to complete disciplinary and interdisciplinary tasks.

In this respect, teaching French as a first foreign language to Lebanese students with insufficient knowledge from this viewpoint, would be a great challenge that education professionals are to address. It is a matter that translates the concern of teachers of this subject matter against the difficulties of the teaching/learning process that they face in the school settings. Based on the study of French teaching practices, the CERD, within the frame of the training modules of the FITDT-Lebanon (IFADEM-Liban) project, has set forth educational steps and benchmarks to apply to organize teaching/learning of French, especially those related to reading based

on an existing and adopted theory in the training of elementary teachers.

The CERD has therefore decided to train a new cohort of French teachers on the method of direct and indirect reading that targets elementary French teachers in particular, in governorates other than that of North of Lebanon, with

a research objective.

6.1 French Language Teaching in the Lebanese Curricula

The plan of "restructuring the Lebanese educational system" was created "in light of general educational (pedagogical) options that are directly inspired by the Lebanese Constitution as contained in the constitutional law no. 18 of 21/09/1990; and in compliance with the content of the National Reconciliation Accord, in letter and in spirit, that the Lebanese people deliberately agreed upon under the Taif Agreement." This plan which was approved by the Council of Ministers by virtue of a decree dated 17/08/1994, came into force in 1997 and was gradually implemented. At the return to school in 2000, the new curriculum was put in effect across all school levels and was implemented in the linguistic subjects, which brought important modifications to the status of the foreign language, the French language and/or the English language.

- The first foreign language is taught from Grade 1 through to the last academic year, Grade 12 inclusive.

- Generally, languages are taught according to the communication-based perspective. Even though the curriculum tends to develop the double spoken and writing competency, both in comprehension and production, it is the writing competency that takes precedence in the classroom.

6.2 The French Nomenclature: Suggesting Alternatives

The existing nomenclature: FMT (French as Mother Tongue), FFL (French as a Foreign Language) and FSL (French as a Second Language) is far from being natural. It even gives rise to misunderstandings and can "present barriers to teaching languages" (Defays and Deltour, 2003).

The suggested concept of "French as Language of Instruction" is defined as a

"language that is learned and used in and by school" (Verdelhan-Bourgade, 2002). In fact, the function of instruction consists of very composite situations. This means that it cannot go under a distinctive didactic category. Institutional and social weights back up the notion of language of instruction and bolster its prescriptive aspect. Consequently, this notion assumes that students have a previous knowledge of another language that is different from, prior or parallel to the French language.

We hereby point to two essential factors, among others, that are intrinsic to students' reading delay, which risks affecting the French language during instruction: a limited oral vocabulary and reduced phonemic competencies in terms of the ability to identify and manipulate individual sounds in a spoken language. Hence the importance of the school's role in supporting the student to master verbal communication and reading skills.

6.3   Teaching Reading

Reading is an activity that requires plural intellectual knowledge and skills that should all be taught and practiced at school in order to reduce the risk of school drop-out and to fight against a premature and cumulative failure among students with reading difficulties.

With this in mind, literature review concerning the effectiveness of different reading methods at the elementary level leads us to set up a teaching plan of this learner-oriented fundamental activity and to define the role of the teacher in this context. This basically gets us to revisit the reading methods and the mobilized resources made available to students in their learning to read, especially learning to decode. It is essential to take into consideration the limited school time available when implementing learning skills to read at the elementary level.

This time constraint is inevitable as it translates into work sessions to meet the target objectives within this frame. This leads the teacher to make choices, prioritize classroom activities at the expenses of other activities that are as relevant. According to this action reasoning, it is appropriate to select those that form the

"hard core" of planning the learning program for a certain level because teaching consists simultaneously of choosing reading activities under certain criteria and refraining from others. It is thus a must to root the fundamental learnings that can be implemented at the same time within a certain period of time during the year and to set them apart from those that follow. This leads to develop learnings over time according to a sound pre-established progression at the beginning of the school year (Goigoux, 2005).

6.3.1   Criteria to Distinguish between the Methods of Teaching Reading at the Elementary Level

The "method" refers to the set that consists of the theoretical principles that orient, rather direct, the planning and implementation of teaching. It also comprises the set of concrete objects that contribute to its development (displays, support texts, exercises, etc). The definition of criteria, in reference to the above indicated components, presents six sets: syllabic, mixed, phonic, interactive, natural (or whole) and visual thinking.

The issue of fundamental reading learnings at the elementary level has been an object of a number of research studies about neurosciences and the technologies of brain imagery. Researchers in these fields have pointed out the vital and undeniable place of systematic learning of the combination that starts at the smallest unit, up to the word and vice versa, with all kinds of letter games: addition, suppression, permutation, substitution, etc.

The "methods" are an object of debates. For experts, a reading learning method is the set of principles that structure the orientations and implementation of teaching to read (ONL, 2005). This approach rather falls within research studies on linguistics, psychology and neurosciences.

A. Bentolila and B. Germain make a distinction between "learning" and "teaching" reading. A method of teaching goes beyond principles and takes progressive steps and uses adapted tools. According to Bentolila and Germain (2005), teaching

methods are the deed of practitioners having their own "philosophy" of education and making policy choices. A reading method can therefore be built on an ideology and an educational policy rather than the mere objectivity of learning practices (cited by Feyant and Gaussel, 2007, p.4).

6.3.2   The Effectiveness of Different Reading Methods

Research studies on the psychology of initial learning of reading conducted in the past two decades have focused on the effect of the role of teachers without clarifying which element of their activity influenced the performance of students (Audouin Leroy and Duru-Bellat, 1990; Bressoux, 1990, 1994; Bressoux et al., 1999; Mingat, 1991, 1996; Suchaut, 1996).

Furthermore, comparative studies of reading methods did not make way for highlighting the advantage of one method over the other. This is not due to the fact that all practices have the same value, but because the "method" as a variable is ill-defined and has no relevant variable in the comparison perspective. It is essential, at first, to understand the reasons why the teacher makes choices in a real situation based on the current activity, and takes decisions in situ upon contemplating the situation. Second, it is also appropriate to understand the effect of those educational (pedagogical) choices on the learnings of reading students (Goigoux, 1994, 2004b).

6.4   "An Introduction to Reading" Training Manual by the Francophone Initiative for Teacher Distance Training (FITDT)

6.4.1   The Two Ways of Reading

In the FITDT manual (2019) about teaching reading, the definition takes into account the theoretical foundations related to the direct (addressing way) and indirect (assembly way) of the reading method (Dachet 2015). It also presents the principles and steps that characterize it with the description of the learning evolutionary model to follow in teachings. This allows teachers to have a good knowledge about the specific aspects of this method as a prerequisite to develop a relevant, coherent and "balanced" learning of reading. The mobilization of

strategies to go from the alphabetic code to the spelling code is the main element of learning how to decode.

In the manual, teaching/learning reading is done via two ways:

A) The Direct Way

It occurs when the child has stored in his memory words that he has already deciphered and knows the meaning thereof. In fact, the direct way involves the fast recognition of words that are read out as "blocks" without necessarily going through the stages of deciphering and combining. It is not a logographic approach based on the global shape of the word (its "outline"), but rather an "expert" reading thanks to the "spelling" recognition, i.e quickly identifying and processing the letters that make the word.

As a matter of fact, after extracting new words from an audio document or from a verbal exploitation of an image, two possible scenarios come into play: either the word already belongs to the vocabulary capital of learners (vocabulary known verbally in the target language); or learners know the word in their mother tongue, and we work with them to name it, and guide them to produce it in the target language. Learners are thus invited to spell the word, i.e to name its constituent letters in order, so that the word becomes a part of their spelling capital and not only their vocabulary capital. This way, the word can be indirectly read in the future.

B) The Indirect Way

It involves the process of deciphering and combining that raises the child's awareness of the syllables and sounds in order to isolate and manipulate them. The indirect way is of three components: the auditory discrimination, the visual discrimination and the encoding.

The auditory discrimination allows students to make the distinction between the language's sound units that is necessary to school learnings and development of phonological awareness. The teacher carries out a series of verbal, simple, repetitive and complementary activities based on support images and sound recordings.

The visual discrimination and the encoding involve matching phonemes and

graphemes, recognizing a letter under different spellings and prints, combining words to make syllables and blending syllables to make words. The step relies on simple, complementary and progressive activities that ensure a systematic learning and promotes acquiring skills.

A sound choice of teaching reading that is based on a combination of direct and indirect ways is a key factor in the development of abilities and knowledge that are related to the act of reading and learning thereof. Using those two ways encourages students to reflect upon their acquired skills and transfer them in context. They will show the following abilities:

- The alphabetic principle, i.e. word awareness, both spoken and written: to understand that there is a relationship between units, and that each spelling unit matches a specific phonological unit;
- The ability to identify matching units in spoken words: phonemes;
- The ability to identify graphemes (letters and letter groups –ex: ch- in- eau…) that make up the smallest units in the written/spoken matching.
- The ability to learn the matching relationships between those spelling and phonological units;
- Memorizing written repetitive words (spelling memory);
- Development of various types of activities for learning reading, like:
- The linguistic and neurophysiological activity that leads the learner to
- automate decoding;
- The cognitive activity that leads the reader to acquire automations in pursuit of the meaning (Perrin, 2008).

Each moment and each stage in the dynamic process of learning reading has a purpose as each contributes to the implementation of the general process of transferring new learnings and the integration of diverse configurations of resources that pertain to direct and indirect reading.

6.4.2 Teaching Reading Aloud

In the Lebanese curricula, reading aloud falls within the competency of "reading

and comprehension of written documents. "To read a text aloud, fluently without spelling out, without hesitation, all the while correctly articulating (rhythm, accents in French, intonation)". (French language and literature curriculum- elementary teaching- elementary level- 1997).

Reading sentences or texts aloud always comes second to decoding reading and comprehension reading. Reading aloud requires an excellent coordination between all reading abilities and a certain communication ease: correct deciphering, comprehension of the text to read, accurate articulation, correct connections, observing syntax, identifying word groups, taking into consideration punctuation marks and appropriate intonation.

Reading aloud can be taught and developed, that is why it has to be prepared based on activities that are built up from elements that foster it. This entails training learners to observe punctuation, make mandatory connections and identify tone groups.

Furthermore, this type of reading in undoubtedly made easier through listening to many readings by the teacher which are considered as a precious educational tool. The two readings (by the teacher and by the student) should alternate between each other and complete one another throughout schooling. The student can read aloud in his classroom and in another a classroom to students who do not know how to read or cannot read. This represents a "true" situation of reading aloud. For Dolz and Scheuwly (2005), reading aloud refers to the situation where the "reader is the mediator that links the text to the listener and his task is to make sure to convey it at best."

Conclusion

The theoretical frame of our research is centered on the training and tutoring of trained teachers as subjects-actors in charge of their self-development as critical reflective learners. These actors are also responsible for developing teaching reading processes and for implementing an appropriate competency method of direct and indirect reading. This methodological frame based on repeating certain actions and steps leads the student to acquire automations and mechanisms that will strengthen their learnings and will enable them to network knowledge that has been acquired or is being acquired.

To be able to manage teaching reading, the teacher needs to use appropriate and designated didactic and reflective tools to generate the target final product. Empowering the teacher in their teaching task with different instruments and tools to plan, experiment and reflect on their action, and to identify and counter ineffectiveness that jeopardizes the learning of students is a global educational step that takes into account the complexity of the task to accomplish. Didactic and reflective tools in this research allowed for comparing the initial productions and remarks to those developed at the end of the pathway. This contributes to identifying the modifications and changes for some, or to maintain the ipso facto of the source texts for some others.

However, the suggested and used tools that are useful in many teaching actions, are based on the idea that "the evaluation of competencies goes, necessarily maybe, through self-evaluation during an ongoing learning, which allows the teacher/worker to delineate to which extent he is able to properly face the situations and provide satisfactory answers thereto." (Gérard and Lint-Muguerza, 2000). Therefore, using appropriate tools to accomplish a contextual task, helps the teacher to reasonably think based on concrete practices.

This intellectual work on the activity and on the way of doing in the classroom is carried out as collaborative work among peers and/or peers and tutors. To exercise

control during the action and introduce modifications onto the initial preparations seem to present tangible indicators that account for the transfer of resources and knowledge while undertaking the task. Interacting with one's environment, reflecting on one's way of doing things, and wanting to act otherwise to break the usual, are major considerations to factor in the developmental pathway of the trained and tutored teacher.

To this, the competency of reading at the elementary level is fundamental. It is the basis of French learning, first as a taught subject and second as a language of instruction that will give the student, as of the early grades, access to other subjects that are taught in French, like mathematics and sciences. The method of direct and indirect reading would thus be one of the means that could ensure an evolutionary learning based on the repetition of the process which works like an overarching system, and on building automations and good work reflexes. The designed strategies would support the process of teaching-learning of reading towards a preventive education that ensures the transition of students from lower to upper elementary, and later on to middle school. Developing the reading abilities of lower elementary students is a great challenge to take up in Lebanon. According to results published by the UNESCO in 2016, the rate of school dropout in elementary schools in Lebanon is 5.97%. Such a dropout usually occurs at the end of the upper elementary level (Grade 6) which hinders the transition to middle school after several grade repetitions during the course of schooling.

Training teachers appears to be a societal challenge as well that aims to improve the outcomes of the largest number possible of students while targeting the most disadvantaged of them (Bressoux, 2001). However, research studies could not determine the factors that distinguish between one teacher and another. Therefore, questioning the processes of training teachers with respect to the their effectiveness leads us to show the close relationship between research and training (Brodeur, Deaudelin and Bru, 2005) and the importance to combine those two aspects: "Training needs a theory on the professional development that

would allow for a better understanding of the process of building the ability to act" (Desjardins, Deaudelin and Dezutter, 2009). Research may aim to explain and understand the processes of teaching in order to contribute to the educational (pedagogical) progress by contemplating those processes "as they are and not as they should be" (Dunkin, 1986). This explanatory approach is a prerequisite for a potential prescriptive approach (Postic and de Ketele, 1988), with research underlying the implementation of the training systems.

CHAPTER

02

The Research Methodolgy

The main objective of a research that involves the evaluation of the effect of a training system, is to improve the quality of piloting a training system applied by actors who have the priority to be in charge of it, i.e the planners, the managers of the training centers and the training teams. Our research is centered on results, to account for and benefit the impulsion (trigger), as well as on functioning, to fuel the follow-up, the animation, the advice, and the training, which contributes to largely increasing and amplifying the progress rate.

1. The Impact Research

When it comes to the definition of impacts, we lean towards the definition adopted by the OECD-DAC (Organization for Economic Co-operation and Development-Development Assistance Committee). These organizations define this term as "long-term effects, positive and negative, primary and secondary, induced by a development action, whether directly or not, intentionally or not."

According to Gertler et al. (2016), this type of evaluation research is one of the approaches that help making evidence-based policies. In this sense, the impact evaluation of a project, program or policy, is periodic and objective. It seeks responding to specific questions about the cause-effect relation between an intervention and its results; about the change that we can directly assign to that intervention.

Assessing the causality and the assignment can be done only if the counterfactual question is taken into consideration: what would have been the result, had the surveyed participant not taken part in the intervention program? This condition is ensured by the presence of a non-beneficiary control group of the intervention against which the results from the test or beneficiary group of the intervention can be compared.

Research studies on impact may be divided into two categories: prospective evaluations and retrospective evaluations. Our research is about the first category as it was set forth at the same time as the intervention and was woven into the

implemented program. The collection of data came from two groups, a control group and a test group, before, during and after the intervention. As to the retrospective evaluation, the impact is studied following the intervention and the groups are later determined. The prospective evaluations generate more powerful and more credible results for the following three reasons:

- First, having pre-intervention results helps to ensure the resemblance between the two groups;
- Second, defining the success measures of the program at the planning stage helps to determine the expected results;
- Third, identifying the test group and the control group before the intervention contributes to the validity of the counterfactual question.

2. The Study Sample

The main objective of our study with respect to the sample, is to target all of Grade 1 French teachers in the governorates of: Beirut, Mount Lebanon, South and Nabatiyeh.

It is noteworthy that the teachers in the governorates of North, Bekaa and Baalbeck-Hermel were excluded from the population of this study as they have already had the same training during the piloting stage of the FITDT project. These teachers use the same textbook, the national French language book for Grade 1, and are allocated the same French teaching periods for each grade.

2.1   Description of the Sample

Based on the statistical bulletin (CERD, 2018), the total number of teachers that meet the below listed requirements was 128 teachers. All of them were invited to the 3-day in-person training; 110 attended and passed the placement test and the pre-test, which makes up roughly 86% of the teachers' population. At the end of the training, 109 teachers passed the post-test 1, and at the end of the training/ tutoring pathway, 95 teachers passed the post-test 2. Table 1 below shows the number of teachers who participated in the three stages.

Stage	Before the Training (Pre-test)	At the End of the Traning (Post-test 1)	At the End of the Training/ Tutoring Pathway (Post-test 2)
Number of Teachers	110	109	95

Table 1: Number of Teachers Who Participated in the Three Stages of the Training

We notice that at the end of the training sessions, 75% of French language teachers of our population participated in all of the sessions. Such a percentage can be considered as a relatively good presence rate which presents an extra added value in terms of percentage representation in the results of our study.

2.1.1   The Language Level of Surveyed Teachers

Graph 1 shows the results of the teachers with respect to the placement test
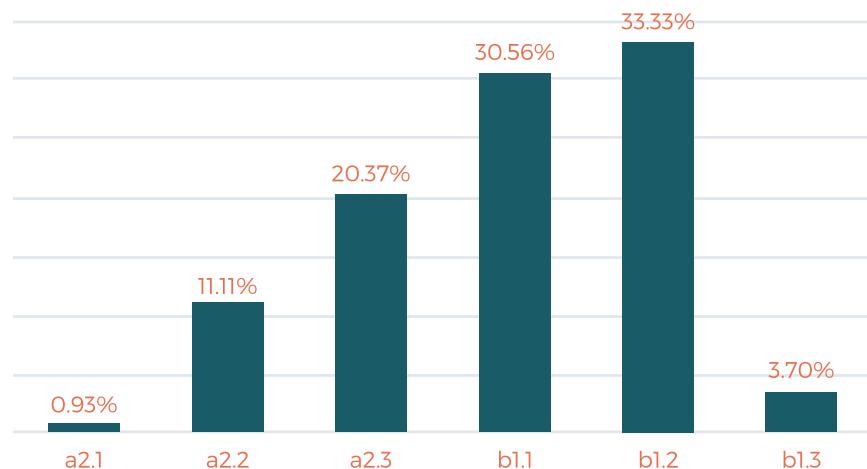
Graph 1: Linguistic Placement Test Results

We notice that the vast majority of teachers, roughly two third, has a B1 French language level.

2.1.2   The Socio-demographic Criteria of Teachers

Following are the socio-demographic variables of 95 teachers that participated in all three training sessions and passed the tests of our intervention.

2.1.2.1   Age Groups

We notice that the vast majority of teachers (65.3%) are over the age of 44. To this, for the purposes of this variable, we observe an average age of 45.71 and a median age of 46. In other words, 50% of the teachers are over the age of 46.
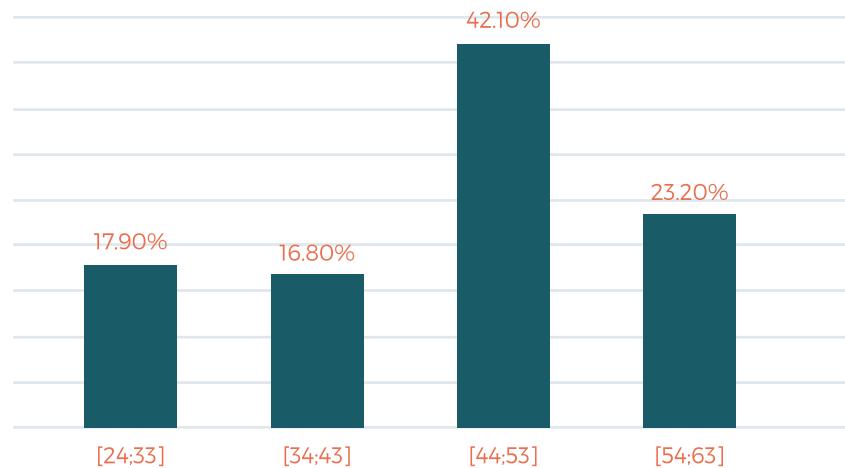
Graph 2: Age Groups of Teachers

2.1.2.2   Education Level and Degrees of Teachers
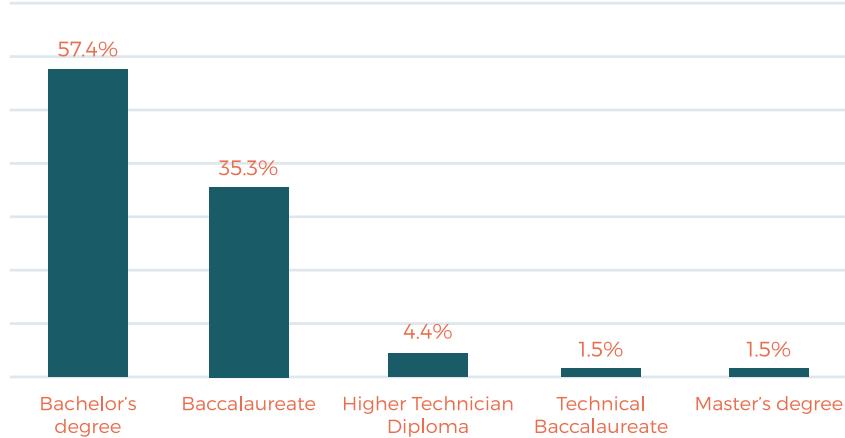
Graph 3: Education Level and Degrees of Teachers

We notice that more than half of the teachers hold a bachelor degree (57.4%) and 35% are high school graduates only. It is worth noting that teachers who hold this degree are over the age of 54.

2.1.2.3   Graduation Year
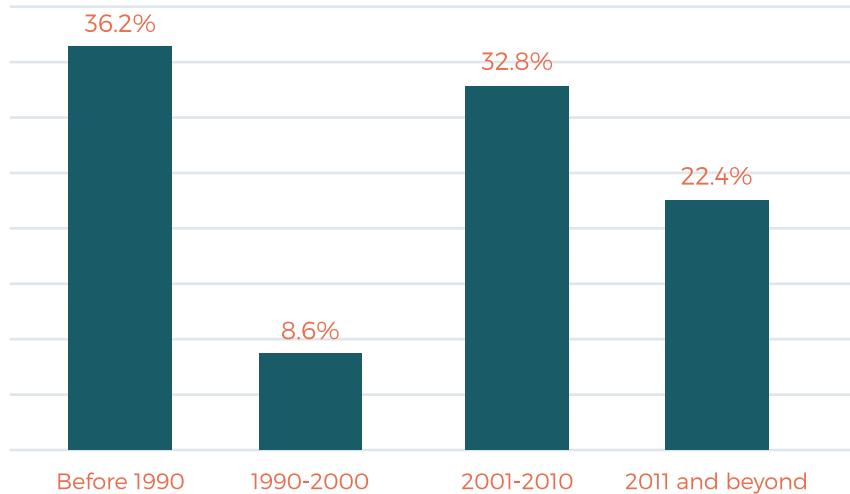
Graph 4: Graduation Year of Teachers

Concerning the graduation year, we notice that 36.2% of teachers had graduated before 1990, 8.6% between 1990 and 2000, 32.8% between 2001 and 2010, and finally, 22.4% graduated after 2011.

2.1.2.4   Teaching Experience-Seniority
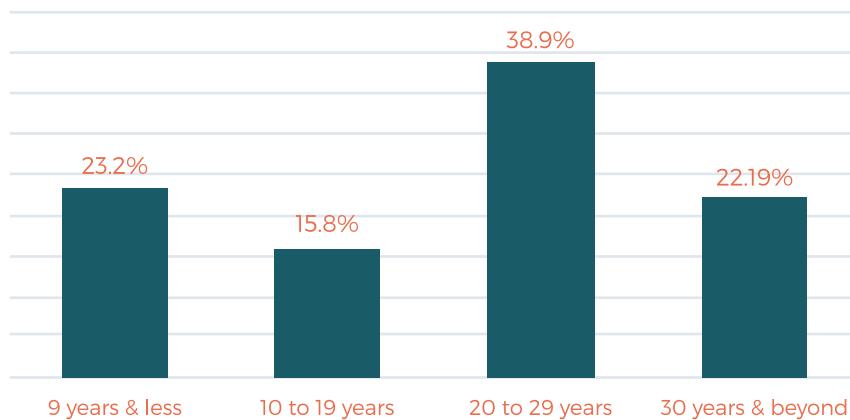
Graph 5: Teaching Experience-Seniority

Concerning the teaching experience, the vast majority of teachers (61%) have more than two decades of experience in teaching, and 15.8% have 10 to 19 years of experience. 23.2% have a teaching experience of 9 years and less.

2.1.2.5   Geographical Distribution of the Sample across Governorates
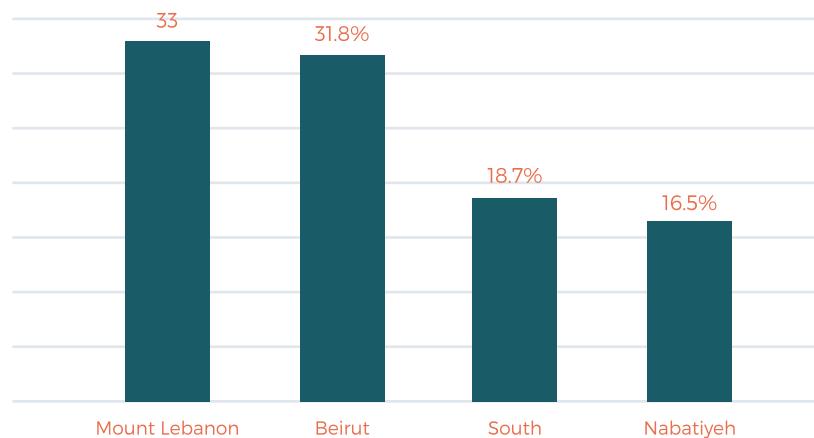
Graph 6: Geographical Distribution of the Sample across Governorates

We notice that teachers in Mount Lebanon make up 33% of our sample, 31.8% of teachers come from the area of Beirut, 18.7% from the South and 16.5% of teachers are from the area of Nabatiyeh.

2.2   Sampling Method

Concerning the sampling method, as pointed out by Hussey and Hussey (1997), a particular attention is given to the balance between the analytical power and the predictive power drawn from the statistical analysis with the problems of representation of samples and measurement errors.

According to Py (2013), there are several sampling methods such as the probability methods (simple random survey, systematic survey, stratified survey, multi-level survey, and cluster survey), the quotas method or other empirical methods like the "panel" method, the voluntary survey and others.

2.2.1   French Language Teachers' Population in the Four Governorates

Given the objectives of our quantitative study, we wished to address the entire Lebanese teachers' population (128 teachers) in the areas of Beirut, Mount Lebanon, South and Nabatieh, in the course of the first stage of intervention and during the in-person training. 110 of teachers accepted to attend the first day of the training and to pass the placement test and the pre-test.

2.2.2   Random Grouping

Our test sample was randomly chosen after the training stage, based on the software SPSS 24. Two groups were formed. The first is a test group and the second is a control group or non-beneficiary of the tutoring. Table 2 below shows the number of participant teachers throughout the blended training pathway.

Group	Before the Training Test and "Rubric"	At the End of the Traning Test and "Rubric"	At the End of the Pathway Test and "Rubric"
Test	110	110	39
Control			51

Table 2: Number of Participant Teachers throughout the Blended Pathway

3.   The Choice of the Quantitative Methodology of Research

One of the key aspects of research in educational sciences and social sciences is measuring elements. The quantitative research has always been the foundation of research in social sciences. According to Lisa M. Given (2008), quantitative research is the empirical systematic study of the observable phenomena by means of statistical, mathematical or information technologies. For Johnson and Onwuegbuzie (2004), perfectionists ask researchers to "eliminate prejudgments, stay emotionally detached, not get involved in the objectives of the study, and test or empirically justify their stated hypotheses." This is based on the conviction that things can be measured in a coherent and reliable way.

Bainbridge and Lee (2013) confirm that quantitative research is based on digital data gathered via structured and valid data collection instruments that are meant to verify the validity of hypotheses about the correlation between variables. Objectivity is estimated and the relationships between measures are reported according to their level of statistical significance (Patton, 1996). Our research

is hinged on the approach of the value p of research with a level of maximum significance of 5% (a= 0.05) to test our hypotheses.

This approach allows researchers to test theories and to develop general conclusions that can be applied in other research studies.

The main objective of a quantitative research methodology is to describe the key features, to count them, to find inferences, possible correlation, make comparisons, and build statistical models in order to explain what the observations, and respond to the hypotheses and research questions.

In a nutshell, we have used this study approach to quantify and measure the knowledge and the know-how of teachers in relation to teaching reading (planning a sequence of reading, develop direct and indirect readings, design of reading aloud strategies). It serves as well to quantify and measure, on the one hand, the potential effect of the suggested training by the CERD on the population of Grade 1 French language teachers in the four governorates and the tutoring effect on the test group in the same areas on the other hand. To achieve this, we analyzed the results of our scale, of these components and those of the "Rubric" through which the CERD trainers evaluated the performance of teachers. It is noteworthy that the measurements of these two tools were used in three different time periods: before the training (pre-test), at the end of the training (post-test 1) and at the end of the training pathway (post-test 2).

4. Measurement Instruments

4.1   Theory-Based Measurement Instrument Development

In the context of a research or a study, the measurement instrument is a key tool through which reliable results are obtained and a person's characteristics, performance, environment or meeting the set objectives are collected and assessed (Térault and Guillez, 2014).

The methodological approach used to develop measurement scales finds its origin in Churchill's Paradigm (1979) that distinguishes between two major stages,

the explanatory stage and the validation stage. The stages allow for structuring the presentation of the eight steps of the methodological approach that are not perfectly sequential, and readjustments in the theoretical and methodological choices are established in a back and forth movement. (Roussel 2005).

	Recommended Coefficients or Techniques
1. Specify domain of the construct	Literature Search
2. Generate sample of items	Literature Search Experience Survey Insight Simulating Examples Critical Incidents Focus Groups
3. Collect data	
4. Purify measure	Coefficient Alpha Factor Analysis
5. Collect data	
6. Assess reliability	Coefficient Alpha Split-half Reliability
7. Assess validity	Multitrait-multimethod Matrix Criterion Validity
8. Develop norms	Average and other statistics summarizing distribution of scores

Source: G.A Churchill, 1979, p.64

Figure 3: Churchill's Paradigm

Developing the measurement scale, which is the second step, is deemed qualified to standardize when it possess a particularly detailed procedure of management, scoring and analysis of results (Cohen, Hinojosa and Kramer, 2010). "Some authors also associate this reference with the fact that studies show that obtained results by means of the measurement instrument are valid and reliable" (Crist, 2010).

When the instruments of measurement are formalized, they can be used in similar conditions and thus reproduce the evaluation (Tétrault and Guillez, 2014). This formalization contribute to a better reliability of results and thus reduces the variability between evaluators (Laver Fawcett, 2007).

The items of the instrument are usually written in a simple way with a language that the respondents to the target sample are familiar with.

There are two modalities of commonly used responses for this type of instrument: Likert-type scale that generally suggests 5 or 7 response modalities on a continuum that ranges between "strongly disagree" to "strongly agree"; and the interval scale which suggests 4 to 9 increments, and semantic materials can be quite varied, ranging from "Never" to "Always", or "Extremely bad" to "Excellent", etc. (Roussel, 2005).

The measurement characteristics of instruments consist of the validity of reliability and the sensitivity.

A test is considered valid when it correctly measures the phenomenon that it is supposed to measure. A standardized and reliable test does not necessarily render valid data. This concept encompasses many elements (Yun and Ulrich, 2002).

The evaluation stage of the validity of content is important. It involves a subjective judgment made by a number of experts regarding the fields under study in order to determine whether the test well measures what is purported to measure. To do this, it is a must to define the different dimensions of the measured phenomenon in advance and to make sure that the test in question well measures those different aspects. The definition of the phenomenon is based on a literature review as well as on a theoretical and empirical reflection (Abizeid and Albaret, 2010). The definition drops the items that are conceptually inconsistent by means of the judgment made by the authors and evaluators of the scale in question. The next step is to test the level of understanding of the questions. This step involves, through a pre-inquiry, dropping the items that are the least well written, the least representative of the definition of the concept, the most ambiguous, and the most redundant.

The intended purpose is to optimize the rate of response all the while maintaining an excellent measurement of the construct (Roussel, 2005).

Reliability means that the results, that are repeatedly obtained using a test to measure an identical phenomenon on the same group of individuals, are convergent. Reliability therefore represents the accuracy with which a test measures certain features. It is determined based on several elements:

- The reliability of the test-retest that assesses the stability of the measurement over time;
- The reliability inter-raters that account for a sufficient accuracy of the scoring systems to avoid any ambiguity and any important variation among two raters of the same subject;
- The homogeneity or internal consistency. The equivalence or the reliability among different forms may be interesting during repeated administrations (Abizeid and Albaret 2010).

Sensitivity is the discriminant refinement of the evaluation tool. A test should evaluate, with accuracy and sensitivity, the minimal variations of its measurement object. This sensitivity is relative. It can be inter-individual that allows differentiating individuals, or intra-individual detecting the differences in the same individual over the course of repeated measurements (Abizeid and Albaret, 2010).

The method of administering the survey questions can vary: face to face, self-administered through direct contact, via post, by telephone, and through the internet. The chosen method for this research is that of self-administered survey questions. This modality limits the number of investigators and their influence on administrating the scales.

4.2   The Validity and Reliability of the Measurement Instrument

As mentioned earlier, in order to verify the validity and the reliability of our measurement instrument, we have adopted the steps of Churchill's Paradigm (1979).

In accordance with the standards of research, we have to make sure that the tool used is valid and reliable by following the below process:

4.2.1   Reliability

Reliability, dependability or internal consistency, is introduced as "the quality of a measurement instrument that, applied many times to the same phenomenon, must render the same results" (Evrard, Pras and Roux, 1993). Dependability refers to the consistency or the stability of a measurement tool (Jackson, 2006). According to Evrard (2009), reliability is the ability of an instrument/tool to consistently measure the hypothesis that it is purported to measure.

Internal consistency (dependability) was determined using Cronbach's Alpha test. Cronbach's alpha is calculated by correlating the score of each element of the scale with the total score of each observation (the respondents or individual assessors in general), and then comparing the score to the variance of all of the individual scores of articles. This practice consists of reducing a great number of initial items in an iterative process of preservation/elimination of items/components according to the value of the coefficient.

In light of definitions given, we can say that Cronbach's Alpha is a function of the number of elements in a test, of the average covariance between pairs and of the variance of the total score. The uniformity and the internal consistency of the results of a Cronbach's Alpha test are summarized in the below table (George and Mallery, 2003).

Cronbach's Alpha	Internal Consistency
- $\alpha \geq 0.9$ - $0.8 \leq \alpha < 0.9$ - $0.7 \leq \alpha < 0.8$ - $0.6 \leq \alpha < 0.7$ - $0.5 \leq \alpha < 0.6$ - $\alpha < 0.5$	- Excellent - Good - Acceptable - Questionable - Poor - Unacceptable

Table 3: The Strength of Coherence in Cronbach's Alpha

4.2.2   The Validity of a Measurement Scale

Validity examines whether a test measures what it was meant to measure. In other words, to examine the extent to which the measurement accurately reflects the concept (Johnson and Duberley, 2000). The validity of a measurement scale refers to its ability to apprehend a phenomenon (Hair et al., 2006). The purpose of a validity test is to verify whether the different elements of an instrument well represent the phenomenon under study: do we measure what we are trying to measure? (Evrard et al., 2009).

Again, according to Evrard (2009), validity is of many types. Therefore, many techniques and steps are followed to verify it:

1. Face validity or content validity: It involves knowing whether the measurement captures or takes into consideration all of the different aspects of the phenomenon under study. It is founded on the judgments of university and professional researchers and experts and their opinion about the ability of elements to cover all of the aspects of the concept. It is certainly the most important validity criterion.

2.   Construct validity: refers to the closeness with which indicators relate to (or converges on) the same phenomenon that they are purported to measure (convergent validity), and whether they discriminate from indicators that are purported to measure different phenomena (discriminant validity).

    a. Convergent validity is established when the measurements of the same phenomenon are closely related.

    b. Discriminant validity aims to ensure that the indicators of measurement of a phenomenon are not closely correlated with the indicators of measurement of another phenomenon that is conceptually discriminant from the first.

Convergent and discriminant validity are related. Convergent validity would be established when the indicators of measurement of a phenomenon are more

correlated among one another than those of the other phenomenon. Exploratory factor analysis (EFA) allows to verify at least these two validity types.

In our study, face validity or content validity is well maintained. It is a method that we used during the stage of construct of the measurement instrument and the "Rubric" while taking into account the opinions and critiques of 2 reading experts from the Université Saint Joseph de Beyrouth and the Lebanese University. Their critiques were mainly about the order of questions and their redistribution so that they are better understood by the largest number possible of Grade 1 French language teachers.

We will be studying the convergent and discriminant validity in a later chapter using the explanatory factor analysis (EFA) method for each part of our tool.

In our study, we followed the below steps to validate our EFA:

1. The sample size
2. The used extraction method
3. The adequacy of the data
4. The factors' extraction
5. The factors' rotation

In their book, "Data Analysis" (2010), Carricano, Poujol and Bertrandias confirm that: "The size of the sample depends on the number of submitted items to the EFA. It requires a minimum of 5 observations per item (10 to 1 ratio is preferable) with a minimum of 100 individuals". Our analysis complies with this in terms of the number of items and the size of the sample, especially that the number of teachers in the pre-test stage was 117.

As to the method of data extraction, we used the Principal Component Analysis (PCA), the most used method in literature.

For data to be adequate, they have to form a consistent whole in order to seek common dimensions that are meaningful (Ervard et al., 2009). Several indicators may be used in our case, such as Bartlett's Test of Sphericity and the Kaiser-Meyer-

Olkin (KMO) measurement test.

Bertrand and Maumy-Bertrand define Bartlett's Test of Sphericity in their book "Statistics for Scientists" as "a statistical test related to the global independence of the components of a random vector. It is based on the determined estimate of the correlations matrix".

The Kaiser-Meyer-Olkin (KMO) test measures the adequacy of data for factor analysis. The test measures the adequacy of the sample for each variable of the model and the complete model. Statistics are a measure of the proportion of variance between variables that could form a common variance. KMO indicates values between 0 and 1, which is a rule of thumb to interpret the statistic (Kaiser, 1974):

KMO> 0.9 : marvelous value

$0.8 \leq KMO < 0.9$: meritorious value

$0.7 \leq KMO < 0.8$: middling value

$0.6 \leq KMO < 0.7$: mediocre value

$0.5 \leq KMO < 0.6$: miserable value

KMO <0.5 : unacceptable value

4.2.3 The Validity of the Construct

During our research, we tested the validity of the construct on our measurement instrument. We were content with the validity of the "Rubric"'s content as it is not made of items within components, but rather of components that are related to the measurement instrument.

The validity of the construct of our scale was proven through the explanatory factor analysis (EFA) by showing that the dimension mentioned and stated by experts in the content validity stages was unidimensional.

The researchers suggested variable numbers of items per factor that varied

between three and five to represent each factor (MacCallum, Widaman, Zhang and Hong, 1999; Raubenheimer, 2004). This is why we only used the EFA for the dimension or component of our scale: "planning a sequence of reading"

(7 items) and for the rest of dimensions "develop direct reading, develop indirect reading, develop read-aloud strategies", we used the raw score for the single item that forms the component in question.

It is noteworthy that in our analysis, which is based on the estimations by Ervard et al. (2009), we considered that a KMO is valid when it is greater than 0.7; we therefore were able to reject the null hypothesis that our data come from a population for which the matrix would be an identity matrix when the probability of Bartlett's Test of Sphericity is (p0.5 ≤). Once the two previous conditions are verified, we consider that the data are factorable. However, the level of communities is considered as miserable when it ranges between 0.4 and 0.65, middling if it ranges between 0.65 and 0.8 and meritorious if more. As to the structuring coefficients, those that are less than 0.5 are eliminated (Habib, 2014). For Cronbach's alpha coefficient, and according to several literatures, obtaining a coefficient that is greater than 0.7 is necessary (Nunnally and Bernstein, 1994; De Vellis, 2003).

For the planning dimension of a reading sequence and after conducting an EFA on the 7 items that form the dimension, we notice a KMO=0.74 with the probability of Bartlett's Test of Sphericity (p<0.001) so that we can assume that the data are factorable and allow us to accept the results of this factor analysis. A single explanatory axis 67% of the initial variance is extracted, hence the unidimensionality of the concept. Finally, examining communities (>0.5) and factor scores (>0.5) are acceptable for the validity of this scale. To this, this scale is dependable because Cronbach's alpha coefficient equals 0.81>0.7.

4.2.4   The Rubric's Test-Retest Reliability

The test-retest reliability measures the stability of the scores of a stable construction obtained from the same individual having 2 or more discriminant instances. Reliability refers to the measurement in which the scores can be discriminated from one

another, despite the measurement error. As to the test-retest evaluation, the variability of the intra-individual response is used to assess the measurement error(Hays, Anderson, and Revicki, 1993). In other words, the test-retest reliability is a measurement of the obtained dependability by administering the same test twice to a group of individuals over the course of a given period. The scores of time periods 1 and 2 can subsequently be correlated in order to evaluate the stability of the test over time.

Since our scales are quantitative (Likert's scale), we used the inter-class correlation coefficient to measure the consistency between the 2 measurements (Weir, 2005).

For all of the four components of the "Rubric", we tested the coefficients of intra-class correlation on 10% of the teachers of the sample in three different time periods. The scores of the intra-class coefficients varied:

- Between 0.65 and 0.82 for unique measurements.
- Between 0.71 and 0.93 for average measurements.

We can thus conclude that the scores of the "Rubric" carried out by the CERD's trainers have an acceptable internal consistency.

5. A Procedure of Intervention and Data Collection

In the context of our evaluative research which is prospectively designed, the intervention, the blended in-person training and distance individualized tutoring pathway, the different sampling stages and data collection were planned prior to implementation.

According to Gartner et al. (2016), this design ensures credible results and helps to show the causality between the intervention and the obtained results.

Figure 4 below presents the alignment between the sampling stages, the intervention and the data collection.

Sampling	Intervention- Blended Training and Tutoring Pathway	Data Collection
Stage 1: Population of French Teachers in G1 in the 4 governorates	In-person training of 110 female teachers 9 female trainers 6 training centers	Before the training Baseline: pre-test 1 and "Rubric" 1
Stage 2: Random grouping		At the end of the training Post-test 1 and "Rubric"2
Untutored control group 51 female teachers "Business-as-usual"		Tutored test group 39 female teachers 1 in-person meeting and 2 months of individualized distance follow-up
	Final meeting 95 female teachers	At the end of the blended pathway Endline: post-test 2 and "Rubric"3

Figure 4: Alignment between the Sampling Stages, the Intervention and the Data Collection.

The Blended In-Person Training and Distance Tutoring

5.1   In-Person Training

At first, the CERD organized in-person training sessions. They specifically involved learning reading in Grade 1 based on the booklet "Entrée dans la lecture". This booklet adopts the method of direct and indirect reading authored by the FITDT editorial team (1st edition was out in 2016 during the piloting stage; the 2nd edition, revised by the CERD, was published in 2018).

The entire population (110 teachers) received this service throughout the 3-day training. Nine CERD female trainers carried out the training in 6 training centers in the 4 governorates of Beirut, Mount Lebanon, South and Nabatieh.

Adopted Work Processes of In-person Training

The overall purpose of the training on "the method of direct and indirect reading" is to "design and prepare a reading-decoding sequence based on the principles of this method.

During the first day of training by the CERD, the provider designed an activity with the aim to bring out the representations of participants with respect to teaching reading-decoding. These data are important and would be the object of study and analysis over the course of the training. Drawing on the produced group work, the trainer guided the group through co-developing a brief reference frame as regards the methods of reading (synthetic, analytic and mixed methods). The second day was centered on preparing a reading sequence after determining the educational practices put into place by teachers for the purpose of the initial learning of reading. The trainer asked the trained teachers to make classroom simulations based on which they were able to identify the steps of learning direct reading, and then to design a direct reading session. Next, they were led to identify the position of the direct reading session in a sequence. On the third day, the trainer tackled the indirect reading and read-aloud approaches all the while maintaining and furthering the direct reading method. During simulations, the teachers identified the steps of indirect reading learning and clarified the principles of indirect reading learning. To this, the teachers revealed and formalized the components of reading aloud in Grade 1 and wrote exercises in preparation for reading aloud. They also realized the importance of fluent reading practice in a reading sequence.

At the end of the training, the teachers accomplished the task of preparing a reading-decoding sequence by applying the principles of direct and indirect ways and taking into consideration the reading aloud way. The trainees completed another task by building on the national textbook/Unit 7 using didactic and reflective tools that were made available to them (Template/ preparation sheet and Evaluation chart/ Rubric").

In conclusion, the trainer of teachers/adults aims to have an immediate use of knowledge by further directing it to the problem that requires solving rather than to learning itself. The trainer endeavors to show the trainees the usefulness of mastering the concepts of adult learning, and the extrinsic and intrinsic motivation so that they can adapt their teaching methods to students. Thus, following this training, the trainer is required to "verify the educational (pedagogical) effectiveness of the participants' acquired skills", which corresponds to the second level of the training's impact evaluation (Gérard, 2003).

The trained teachers were invited by the General Administration of the Ministry of Education and Higher Education to take part in the training. The institutional willingness contributed to ensuring the implementation of the training sessions that were organized and led by the trainers/tutors of the CERD in order to achieve the success of experimenting the direct and indirect reading method and to participate in the training's impact evaluation project on the surveyed teachers as recipients of the activity.

5.2   Distance Tutoring

This blended pathway, spanning over a certain timeframe, combines both training and follow-up on training in order to meet the set objective and to accomplish the end task which consists, in this case, of preparing a direct and indirect reading session. This, therefore, involves transitioning from in-person training to distance tutoring.

As a second step, the group who took part in the training was guided by the trainers during tutoring through individualized assistance and attentive guidance.

For convenience, the tutor and the trained and tutored teachers used WhatsApp application to interact.

Distance tutoring refers to a relationship between the tutor and the tutored in a formative situation: a professional and a teacher who is learning a profession in his environment. Tutoring is a relationship that takes into account the trainee,

the organization, the tutor and the training center all at once. The tutor performs social and technical functions. His mission is to receive, assist, inform, guide, organize and set up a program with didactic and reflective tools. The tutor assists the learner in the in-person training as well as remotely in taking the steps towards empowerment with respect to the method of reading and its implementation in context. Such assistance helps the teacher to acquire the ability to learn.

Developing new learnings and reinforcing the acquired training skills as resources of the carried-out training and tutoring will be exploited and reinvested in context. In other words, implementing the blended pathway in order to achieve the transfer and meet the objectives of this pathway was validated at the end of the pathway through didactic and reflective tools. Thus, we have come to the third level prescribed in Gérard's article on the evaluation of the impact of training on the teacher.

Distance Work Processes

During the distance tutoring, the teachers were first invited to "prepare a kit of reading-decoding sequences for Grade 1. Support material: Unit 9/Text: Ramzi est malade/page 53" and to submit this work around mid-May. A close interactive work was undertaken through a back and forth process among the tutored teacher and the tutor using specific and consistent didactic tools: Preparing a direct and indirect reading session template, a check sheet having the same elements of the "Rubric", and a measurement tool.

Second, the trainer/tutor sends Task 4 by email asking the teachers to "prepare a kit of reading-decoding sequences related to Grade 1. Support material: Unit 10/Text: Jad a un problème/page 59" and to finish this work by the end of May. The same daily back and forth procedure between the tutor and the tutored is followed, along with reading, reflection, awareness of bridging gaps, correction and control in order to modify the development and progression of the task to accomplish based on the inevitable principles of the direct and indirect method.

The preparation of a reading sequence kit was repeated several times within a limited timeframe. Developing four sequences of reading that are based on the theoretical principles of the direct and indirect reading methods allowed for reinforcing the knowledge of this conceptual and systemic concept and led the teachers to strengthen their new learnings. The exchange and discussion fostered by these tools ensured managing the follow-up and the quality of guidance. Each tutor was urged to guide each teacher, at his own pace, to understand the process of implementing the knowledge in the classroom. Each tutor also provided each teacher with individualized assistance to better appropriate this method by building on his answers and giving him specific feedback about each step of the task. The tutor makes suggestions based on the feedback chart, having the same elements of the "Rubric", and prepares the comments using the feedback form to pass them to teachers. Next, each teacher adapts the steps of the task to put in place according of the tutor's suggestions and send him their final work by email.

5.3   Closure of the Blended Pathway

As a third step, a new task is to be completed by all teachers (control and test groups): "prepare a kit of reading-decoding sequences for Grade 1. Support material: Unit 12/Text: Minet et Doucette en promenade/page 73 ». The reading sequence model is to be sent by email. The deadline is set to the end of June. To crown this distance training pathway, the female trainers/tutors set a date for an in-person work day during which the teachers present their work by using simulations. The other teachers provide feedback and peer remarks using the feedback chart. Another work remains to be done based on the feedback and principles of the reading method and involves tasks' control and adaptation before sending out the final work by email.

6. Results' Processing

Our measurement scale and the "Rubric" carefully respond to the problematic question and hypotheses of our research. In this line of thinking, a particular attention was devoted to the structure of the scale, the "Rubric" and the organization

of the digital data according to the statistical analysis that will follow next. It is important to note that we focused on obtaining and presenting data that give a crystal clear idea about the findings of the research. Our database is mainly quantitative (Likert's scale) with qualitative elements (in the measurement scale). The quantitative data are analyzed through descriptive and inferential statistics of the parametric tests. The tests in question were carefully studied to ensure that they are the most appropriate to the analysis situation. It is noteworthy that the majority of our hypotheses are bilateral.

First, we present the descriptive statistics of the teachers' socio-demographical variables as well as the descriptive statistics of the most important questions in our scale. Then, the statistical correlations and comparative tests are conducted on the null hypotheses. The tests of significance estimate the probability that the results obtained occur if the hypothesis is null and true (Cooligan, 1999). Kerlinger's quote (1973) on the subject of probability remains quite relevant today:

"Probability is an evident and a simple subject. It is a confusing and a complex subject. It is a subject that we know much about and a subject that we know nothing about. Preschool students can learn about probability and so do philosophers. It is boring. It is interesting. Such contradictions make the elements of probability." We used Kolmogorov-Smirnov test to verify whether the variables in question follow a normal law or not (a key condition to apply several tests in inferential statistics). All quantitative variables in question did follow a normal law. The correlations and comparative tests conducted on the null hypotheses included a test-t for two paired samples, a test-t for two independent samples, ANOVA test, and repeated measures ANOVA test, Ancova's test, etc.

As previously mentioned, the level of maximum significance adopted for this research is 5% (Fisher RA, 1956). Subsequently, the null hypothesis would be rejected when the probability is greater than 5%.

The software SPSS 24 was used to conduct the statistical analysis. As to the graphic representations, they were made using Excel 2016.

Analysis of the Research Results

1. The 3-Level Evaluation Model of the Training Action Adopted in Research

It is essential to compare the results obtained from teachers before and after the in-person training, and the untutored control group to the tutored test group in order to determine the gaps and convergences related to the in-person and distance training. This comparison is made for each component of the reading method as a part of the two measurement instruments, of which the test and the "Rubric". The previously mentioned steps aim to identify the practices used in context to manage the process of teaching-learning. The analysis leads us to jointly identify the teachers' ways of doing in order to prepare a sequence of direct and indirect reading.

According to Gérard, Braibant and Bouvy (2006), the evaluation of a professional training action that occurs in the teaching realm or in professional organizations is often an evaluation of the process. Most of the time, a satisfaction survey is used asking questions that are mainly about the adaptation of the training content to an individual project, the conditions of implementing the training action (accessibility, equipment, proper maintenance of the premises, etc.) as well as about the quality of the balance between the theoretical and practical activities, etc. The answers to those questions are definitely important as they allow for controlling the process, which in turn allows to obtain the results promoted in the context of a new training of the same type.

However, according to Laflamme (1999), it is preferable not to be limited to the satisfaction survey as the reactions may be very good for an inadequate learning.

Such an evaluation cannot, nevertheless, affirm that the training action has met its objectives.

Evaluating results is a difficult task due to many reasons. First, the objectives that are related to the training action are most often of different levels. Therefore, a professional training attempts, almost always, to:

- Develop and/or reinforce a series of competencies among the participants;

- Urge the participants to apply the acquired training skills, i.e these competencies, once they are back at work;

- Improve the quality of completed work and consequently the performance of the organization" (Gérard, Braibant, and Bouvy, 2006)."

- Gérard's typology of evaluating a training program corresponds to our research frame on the impact of a mid-term training action. This evaluation of obtained results from a training action should thereby take into consideration the three following levels:

- The evaluation of the acquired skills during training that are related to the targeted competencies;

- The evaluation of the transfer and the implementation of these new

- acquired skills;

- The evaluation of the impact in terms of the organizational performance.

Another model of evaluating a training program is that of Kirkpatrick (1998) that is still common today. In his model, he integrates the first three levels of evaluation mentioned by Gérard and adds a fourth level thereto: the impact assessment. This level, which involves the evaluation of the performance at work and the effectiveness of organization, is feasible within the context of a program of evaluation and a long-term training.

The comparative approach allows us to highlight the effects of the in-person training that are a part of the first level of "evaluating the training's acquired skills". This approach also give us the opportunity to identify the effects of post-training tutoring which is a part of the second level "the evaluation of the transfer of acquired competencies". This will arise from the ways of doing, thinking, self-evaluation, control, awareness, acting, and reacting in the course of this two-phased pathway (Gérard, 2006).

2.   First Level: Evaluating the Acquired Skills and Effects of the In-Person Training

2.1   First Assessment of Quantitative Results

The CERD's 3-day training action which took place at the beginning of March 2019 involved objectives related to a direct and indirect reading sequence. At the end of the training, the trained teachers would be able to:

- "integrate the process of teaching the method of direct and indirect reading in a logical, reasoned progression;

- Make lucid and relevant choices about the resources made available to them, adapt them and create others;

- Prepare and implement reading sessions."

These objectives that are formulated in the context of this training fall within the first level, i.e the evaluation of the acquired knowledge and know-how. With this in mind, we used the pre-test and the post-test as tools for data collection. These tests raise questions that address the diverse elements of the evaluation of targeted competencies. They correspond to a measurement instrument of knowledge related to reading French in Grade 1 of four components:

- Planning a sequence of reading of four sub-parts (A, B, C, D);

- Development of direct reading focused only on the prepared activities that aim to develop the spelling and vocabulary capital";

- Development of indirect reading focused only on the "prepared activities that help with making the auditory and visual discrimination'";

- Development of read-aloud strategies based on the "prepared activities that help with performing a fluid and expressive reading".

Consequently, these questions aim to evaluate the relevance and effectiveness of the training.

2.1.1 First Measurement Instrument: The Test

Components	Items	Trained (110 persons) T0/T1 Average (ET) p-value
I-Planning a reading sequence	1- Frequency of using each of the support materials to decode reading (image).	4.74(0.76)/4.64(0.89) $p>0.05$
	1- Frequency of using each of the support materials to decode reading (video).	2.47(1.27)/2.61(1.33) $p>0.05$
	1- Frequency of using each of the support materials to decode reading (document).	2.60(1.24)/2.96(1.38) $p<0.05*$
	2-The purpose of using support materials to decode reading.	1.29(0.68)/1.29(0.58) $p>0.05$
	3-The elements of the trigger document.	3.68(1.19)/3.77(1.28) $p>0.05$
	4-The words that the students do not know how to read yet.	2.63(1.00)/2.71(1.14) $p>0.05$
	5-The new sounds.	2.19(1.01)/2.48(1.10) $p<0.05*$
	6-The sounds that are repeated in the text (% of correct answers).	70.5%/75.8%
	7-The order of the planning steps of a reading-decoding sequence.	1.05(0.21)/1.15(0.53) $p<0.05*$
	Planning a reading session.	3.04(0.64)/ 3.01 (0.69) $p>0.05$
II-Development of direct reading	8-Targeting each exercise.	2.36(1.06)/3.00(1.23) $p<0.001***$
	9-The useless exercise (% of correct answers).	57.9%/79.8%
	10-The reason why the exercise should be removed (% of correct answers)	37.9%/46.1%

III-Development of indirect reading	11-The right targeting of each exercise.	2.12(0.87)/2.78(1.20) p<0.001***
IV-Development of reading aloud strategies	12-A fluent and expressive reading.	3.68(1.03)/3.67(1.09) p>0.05
	13-Teaching reading, higher retention	1.75(1.29)/1.95(1.22) p>0.05

Table 4: le 4: Results of the Test-Item per Item: A Before and After Comparison of the In-Person Training.

We see, as regards the full range of questions, that the difference between the averages of the scores of 5 items is significant (Q. 1.3, 5, 7,8 and 11). To this, the percentage of correct answers in question 9 varies between 57.9% and 79.8% against variations that are clearly poorer in questions 6 (70.5% / 75.8%) and 10 (37.9% / 46.1%). Therefore, there are 8 questions out of 13 that show a concrete development on two distinctive levels: acquiring new skills and the approval that covers even the transfer.

Furthermore, question 1.1 and 1.2, as well as question 2 do not present significant scores: the first general score from the training is 4.75 over 5. This average stems from the normal tendency of teachers to reproduce the same practices during teaching. The predominant use of the image shows that the majority of the surveyed participants resort to images that are featured in the school textbook and are available to both the teachers and the students. The textbook has 13 units and the images are used 12 to 13 times during the school year. As to the 4th component, the read-aloud strategy, the scores of questions 12 and 13 were less than the others. This is explained by the fact that the teacher barely resorts to this practice in the classroom.

2.1.2   Second Measurement Instrument: The "Rubric"

Components	Items	Trained (110 persons) T0/T1
		Average (ET) p-value
"Rubric"	Planning a reading sequence	2.94(0.85)/4.15(0.83) p<0.001***
"Rubric"	Development of direct reading	2.03(1.00)/3.82(1.15) p<0.001***
"Rubric"	Development of indirect reading	1.51(0.96)/4.45(1.04) p<0.001***
"Rubric"	Development of read-aloud strategies	1.19(0.44)/3.05(1.12) p<0.001***

Table 5: The "Rubric" Results: A Before and After Comparison of the In-Person Training

The "Rubric" is the measurement instrument of the task that involves planning a reading sequence. This complex individual work which reflects the integration of knowledge and know-how acquired during the training is to be elaborated over a limited time. It highlights the appropriation of the new acquired concepts via concrete activities. The task consists of a simulated real situation of planning a reading sequence. The teachers are urged to face a problem, think, and make decisions in favor of improving their students' reading learning, and to mobilize at the same time the resources that were acquired during the training. This may explain the constantly evolving and significant score at the level of the four components.

2.2   The Impact of Variables on Results

2.2.1   The Impact of Seniority Years and Age on Acquiring New Skills

There is a difference in the distribution of teachers' age groups depending on the pathways taken by the surveyed population. These gaps narrow or widen based on age. Drawing on age-related quantitative data, we can say that the age of the teacher is a considerable factor in the subject's involvement in the process of his own professional change. This allows us to believe that the young teacher would be more willing to question his practice and modify his professional activity

than teachers who are over 53 of age. It all depends on the ability of the surveyed teacher to give meaning to his preparation of a reading session, and to improve his teaching. This reflexivity step upon oneself and upon one's action is important as it would allow the teacher to improve his practice, to experiment and to transfer his acquired skills into context.

It seems that teachers with only a few years of teaching seniority, would be more likely to acquire new theoretical knowledge and adopt methodological benchmarks in their classroom practices. Therefore, this category tends to experiment and transfer the new learnings into context more than the other categories would. On the other hand, older teachers take a stance of rejection towards the process of integrating new learnings into their method of teaching reading.

In line with the average age of teachers, the average seniority age of those surveyed in the education field is sizeable: 23.2% have less than 9 years of experience in this domain, while 15.8% have an experience between 10 and 19 years, 38.9% between 20 and 29 years, and lastly 22.1% of teachers have an experience of more than 30 years.

The results of seniority align with those of the age of teachers. We see that the younger the teachers are, the more likely they tend to make progress. At the same time, teachers with less than 9 years of experience and who are under 45 years of age fall within the category of the stronger tendency to change. They appear to be more flexible than teachers aged 55 and over.

The overall age average of primary French teachers is 45.7, with a median age of 46, which means that 50% of Grade 1 French teachers are over the age of 46.

In order to verify whether the difference between the averages of scores is significant for each component by age, we used the ANOVA Test. This test shows that the difference between the averages of scores of the "planning" component is significant at the end of the training: $F_{(3;86)} = 4.01$; $p < 0.05$.
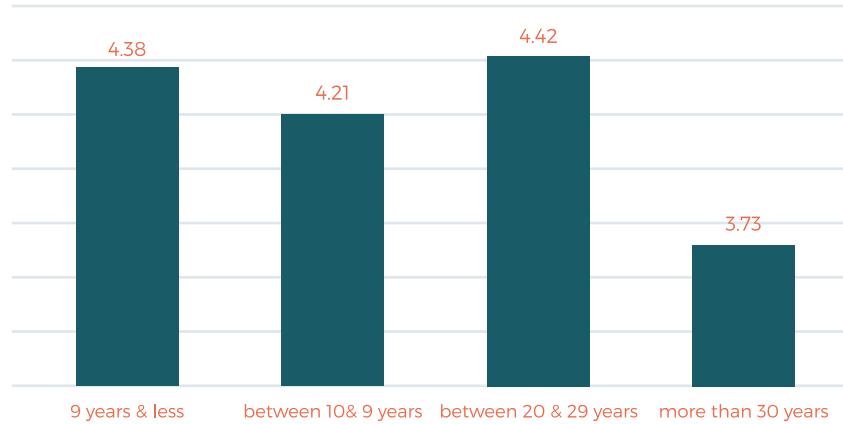
Graph 7: Averages of the Scores of the "Planning" Component by Age Groups

It also reveals that there is a significant difference in the scores of the direct reading component at the end of the training.
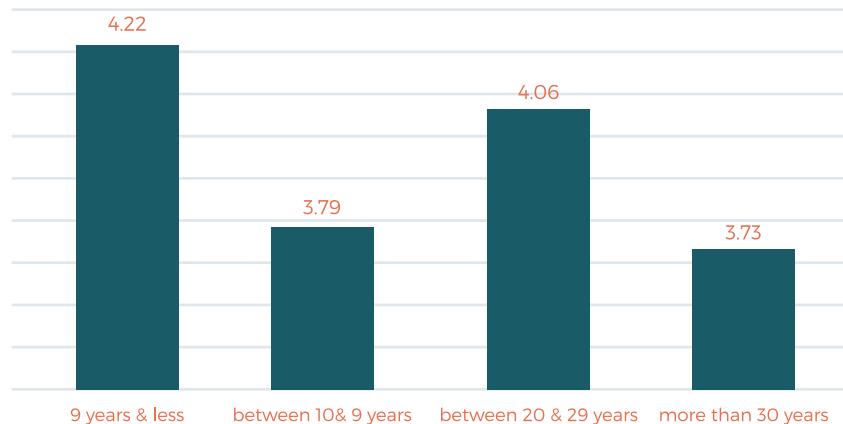
Graph 8: Averages of Scores of the "Direct Reading" Component by Age Groups

As to progress identified in the planning of the reading sessions, a significant difference was found between teachers over the age of 53 and younger teachers with an age range between 24 and 33 years. Those in their fifties, with more than 30 years of experience, have evolved the least when it came to acquiring new learnings. It is noteworthy that this age group accounts for a quarter of the general population. If a teacher has more than 30 years of seniority, he is therefore stuck in a rut and in the same patterns of class management. He would tend to reproduce repeat practices followed for 3 to 4 decades. He is also unlikely to make progress

and to acquire new learnings. This could establish a bilateral, intrinsic and reversible relationship between an age threshold (over 53) and substantial seniority (over thirty years), and the teacher's willingness to transform his professional activity in order to transfer his newly acquired skills in the in-person training. On the other hand, the young population showed that they are making progress in planning and have introduced changes in the initial preparations, which reveals a reinvestment of the acquired skills during the training.

At the level of the 2nd component concerning the direct reading, the population showed a significant difference. This is due to acquiring new learnings based on contents that are already present and integrated in the teacher's way of doing.

However, the change at this level is the progression of exercises and activities according to a conscientious and reasoned order: the choice of the triggering support materials, processing of new words, choice of exercises of the vocabulary capital development, and the spelling capital.

The results of the last two components in the preparation template did not show any significant gap. We would believe that if the teachers showed a quite limited progress concerning the indirect reading and the reading aloud strategy, it would be because this activity requires the mobilization of multiple resources that were not previously invested in situ, and are not part of the usual framework of the teachers' teaching: exercises related to punctuation marks, links sentences, intonation as well as the step-by-step progress in the process.

Teachers are used to work on the study of the code without going through structural exercises that target the auditory discrimination. Even if the teachers are used to carrying out indirect reading and the reading aloud activities, they do not do them according to a progression that causes the steps to interplay in a learning process that acts as a system to achieve the desired result.

Nevertheless, the subject learns from and through situations (Pastré, 1999), even if these situations have not been planned or incorporated into a system. A whole

part of informal learning is carried out in the sense that it would not be determined beforehand, but would take place spontaneously in the action. The two processes of formal and informal learning are complementary by the very fact that they do not cultivate the same competencies for the individual, which brings us back to the idea of a continuum (Brougère and Bézille, 2007).

2.2.2 The Impact of Governorates on Acquiring New Skills

The location of practice of the teaching profession does not have a direct impact on the progress of the teachers with respect to the development of theoretical and methodological elements related to direct reading. Hence the variable related to geographical distributions did not show any difference in the four targeted governorates where training sessions focusing on the teaching of the reading method were implemented.

As to the variable related to the distribution of teachers according to governorates, it seems to us that this identification is insignificant, in this context, because the majority of teachers from different regions showed a low rate of tendency to progress. Therefore, the impact is insignificant. Bearing in mind that the transfer of new learnings is an individual process, its effect is reflected in increased performance on more complex tasks. To this end, at the administrative level, the location of practice of the profession would not have a significant impact on the work of teacher in their own professional field.

However, we would like to point out some differences that unveil certain particularities of the work context, such as the case of the governorates of Southern Lebanon. A significant difference was shown in the 1st component on "Planning". Teachers exhibited an improvement compared to their colleagues in Beirut and Mount Lebanon. This result is directly related to the training as a professional activity carried out in Saida. The teachers who were trained in Saida rendered a significant rate of progress compared to others. This allows us to believe that this advanced level essentially relates to a level of remarkable professionalism of the trainer. This rate of progress, among the trained teachers, is also due to the

presence of necessary preconditions for developing new learnings, in terms of prerequisites and appropriation of certain basic contents concerning the method teaching reading. This result is also linked to various elements that we could not formalize or precisely determine in terms of innovative practice or possible breaking of the pre-established usual. This professionalism could depend on the stance of the trainer, the management of activities, or his efficient intervention with teachers in difficulty or his appropriation of relevant theoretical knowledge put at the service of a training management based on the consideration of the trainer's recipient as a co-author and as a fully involved actor.

Another significant gap appears in the 2nd component on the "Direct reading" in Mount Lebanon. Building on the training, the initial score of teachers is the highest compared to other governorates. This allows us to believe first that this audience is more versed in the methods of reading inspired by a combination of direct reading and indirect reading. This audience would have been trained, either in-person or remotely, by experts on the teaching processes of French reading sessions. In addition, the final score of the surveyed teachers in Mount Lebanon is similar to that in the other governorate.

	Planning		Direct Reading		Indirect Reading		Reading Aloud	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Mount Lebanon	3.01	4.08	2.27	3.73	1.70	4.62	1.45	2.98
South	3.21	4.79	2.15	4.21	1.88	4.35	1.06	3.53
Nabatiyeh	2.80	4.23	2.39	3.93	1.36	4.00	1.04	3.37
Beyrouth	2.55	4.03	1.47	3.80	1.24	4.50	1.05	2.69

Table 6: Results of Teachers by Governorate

In terms of the other components of the preparation template, we don't notice any gaps. This allows us to say that the variable of the location of the research experiment doesn't have a direct impact on the results of each region. This is why the first significant gap is related to the stance of the trainer and the second relates to an important

prerequisite to develop new knowledge, i.e the introduction to reading methods.

2.2.3 The Impact of the Language Level of Teachers on Acquiring New Skills

The CEFR (Common European Framework of Reference for Languages) is an evaluation and certification tool that describes foreign language competencies at six progressive levels: A1 and A2, B1 and B2, C1 and C2. It also defines three intermediate levels (A2+, B1+, B2+). This scale provides a base for the mutual recognition of language certifications, thus promoting educational and professional mobility. It will give meaning to the teacher's learnings and will indicate his level. This will allow this actor to position himself in context on the basis of shared benchmarks by the entire educational community of the school.

Any act of learning/teaching a language mobilizes various resources: individual competencies, language competencies to communicate, domains (defining personal, educational, public, professional themes) and strategies (pre- planning, implementation, monitoring and remediation).

Individual competencies refer to the whole knowledge, know-how (practical capacities, and intercultural know-how), social skills (attitudes, motivations, values, beliefs, cognitive styles, personality traits), and the ability to learn.

It is a tool set by the Council of Europe to effectively define mastering a foreign language like French. Level A corresponds to the level of the beginner user who can understand and use familiar everyday expressions and isolated sentences in relation to immediate priority areas. When A2 level is completed, the user can describe his immediate environment with simple means. As to level B, the user will be classified as rather independent, able to understand the essential content of concrete or abstract subjects in a complex text and also able to express himself clearly on a wide range of subjects, even giving his opinion on a current subject. Finally, level C refers to the advanced learner labeled as the experienced user. He can understand a wide range of long texts while having the ability to grasp the implicit meanings. He will also be capable of expressing himself spontaneously and fluently and make clear fine nuances of meaning in relation to complex

subjects (CEFR French Levels, 2001).Using the T-test for two independent samples, we notice that the planning score varies significantly by language level:

$$t(36.2) = 3.535; p < 0.05.$$
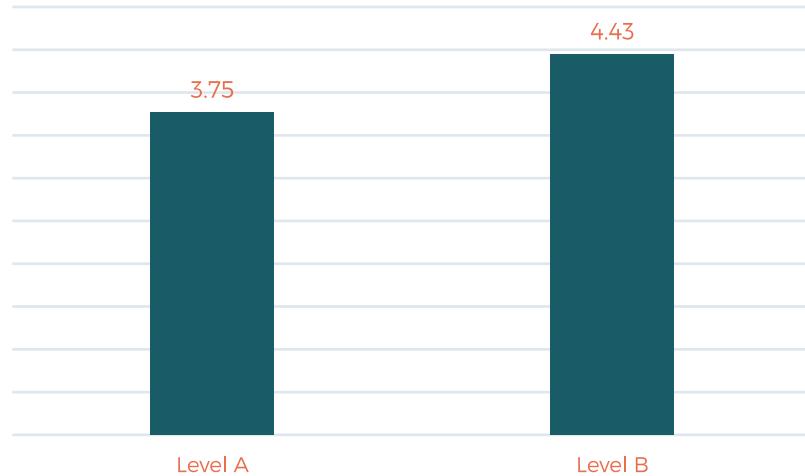
Graph 9: Averages of Scores of the "Planning" Component by Language Level

Moreover, we notice that by using the T-test for two independent samples, the scores of the direct way component varies significantly by language level:

$$t(85) = -3.364; p < 0.05.$$
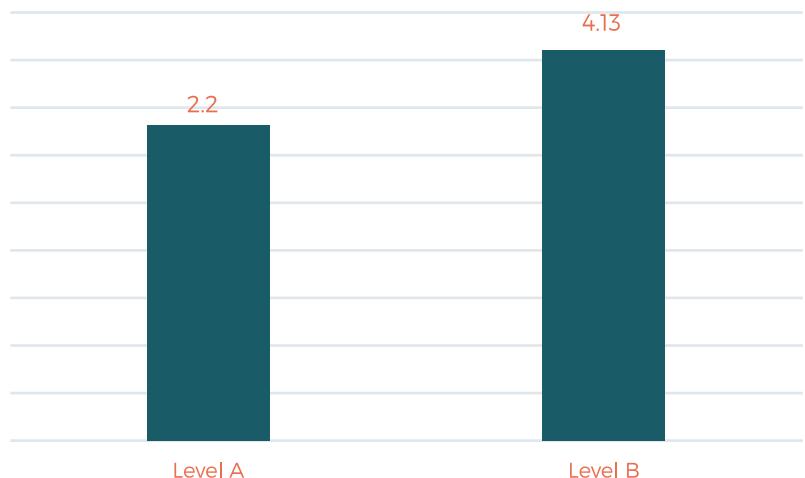
Graph 10: Averages of Scores of the "Direct Reading" Component by Language Level

Teachers who are classified in Level B, scored high and significant scores, and showed a remarkable progress during the training and at the end of the research. This allows us to confirm that the linguistic level of the teacher is a factor that comes into play in the quality of his teaching because it paves the way to understanding

and acquiring knowledge and approaches to use in the context. The linguistic abilities he possesses as resources leads him to give meaning to the new learnings and to understand the challenges of the reading method. Thus, he is urged to use and analyze the linguistic data on hand in the context of their work, to manage the language correctly in order to better organize the reading lesson.

2.2.4   The Impact of the Educational Level on Acquiring New Skills

Examining the level of education of teachers with a strong tendency to change shows that this population generally holds a graduate degree: 57.4% have a university degree, equivalent to a Baccalaureate + 3 or higher, and 1.5% have a Master's degree (Bac + 5), or higher and 1.5% have a master's degree (baccalaureate +5). The total number of graduate teachers is thus 58.9%, which is equivalent to 60% of our population. The rest of the population does not hold a university degree and is distributed as follows: 4.4% have a technical diploma, while the rest have a technical or general baccalaureate (Literature and Human Sciences, General Sciences, etc.) (41.1% the series combined).

Using the T-test for the two independent samples, we notice that the average scores for the "Direct reading" component vary significantly by level of education: $t(57) = 2.274; p<0.05.$

Graph 11: Averages of Scores of the "Direct reading" Component by Level of Education

As regards direct reading, we also notice a significant difference by using the T-test for the two independent samples:
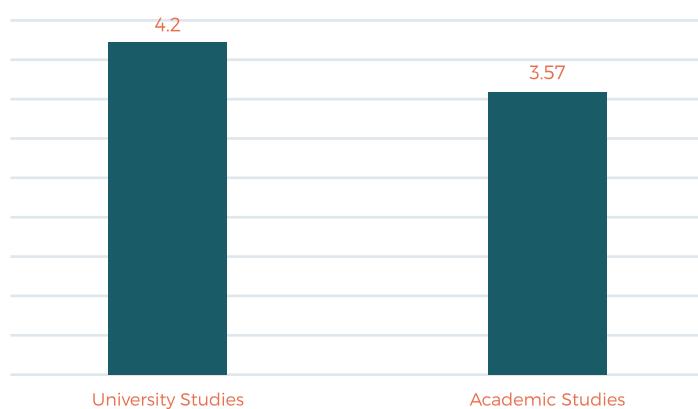
$t(57) = 2.171; p<0.05.$
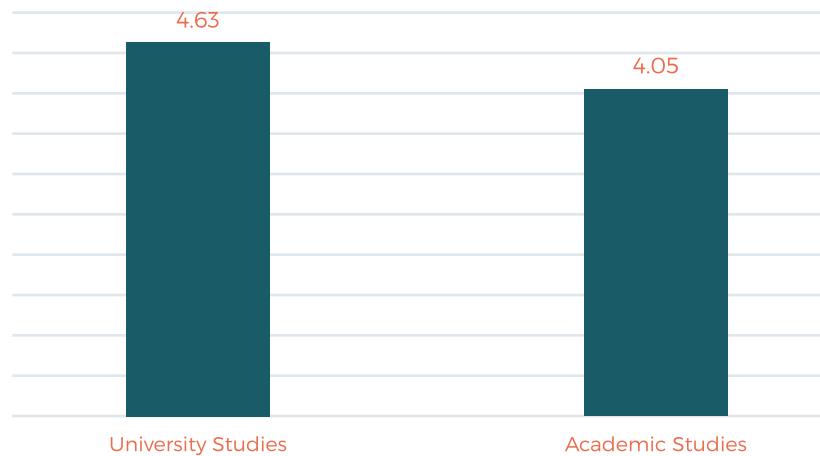
Graph 12: Averages of Scores of the "Indirect reading" Component by Level of Education

Finally, we notice as well by using the T-test for two independent samples that the average scores of the "reading aloud" component varies significantly by level of education :

$$t\ (57) = 2.090;\ p<0.05.$$
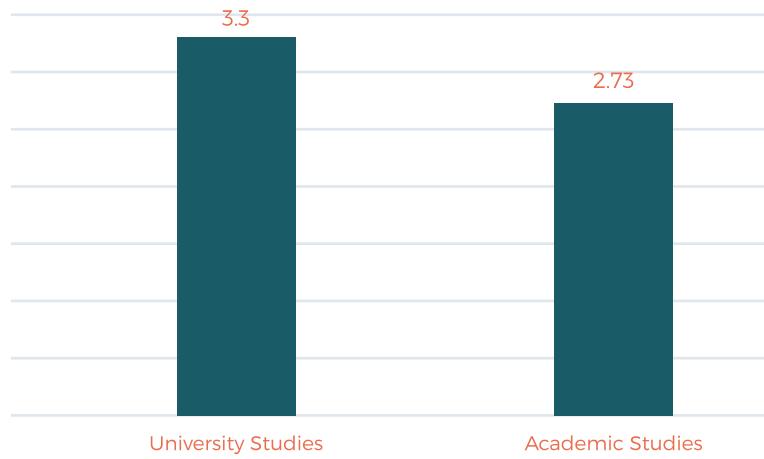
Graph 13: Averages of Scores of the "Reading Aloud" Component by Level of Education

The variable of the teachers' level of education with a tendency to progress shows that at the level of the whole group, there is no significant impact on the 1st component concerning the planning. The level of education and developed

knowledge during the academic studies at universities, do not have any effect on the development of learning planning and organization competencies throughout the school year. Planning, as a fundamental competency for building teaching and learning processes, is not treated as such in the school environment. The current planning is based on the linear distribution of the topics, the themes and chapters over two semesters. This is why teachers are not used to this type of task to accomplish, regardless of their level of education and experience.

The Teacher's Profession Framework (2018) stated:

"The competencies associated with specialized professional practices, i.eall the of the competencies required in the planning of the teaching and learning process, through to the investment of resources, knowledge and techniques associated with the subject matter, up to the teaching and learning methods, classroom management, and assessment and remediation techniques, during and after the teaching/ learning session".

However, "Planning the teaching and learning process" is an essential competency of four components. Each of these components is, in turn, divided into several descriptors. In the case of our research, the planning promoted is the one explained in the 1st component T.SPP.PLAN1: "Organizes the teaching-learning process throughout the year under its different planning levels (annual, trimestral, monthly, weekly, daily) and its different forms (teaching units)" (p.9). It is first a matter of building learning units with reference to the expected and explicit learning results in terms of knowledge, know-how and abilities to be developed by the students. This professional activity considers other preparations to implement:

- The annual horizontal distribution of the taught subject matter and evaluation;

- The annual vertical distribution of the taught subject matter with chronological progression of objectives, etc.

Helping the teacher to manage the "planning of the teaching-learning process" does not seem to be immediately obvious as the public textbooks or other,

along with the guide are not designed nor structured according to the learning paradigm. This actor is used to following the guide according to a linear progression of the school textbook without preparing, individually or collectively, a learning-centered itinerary, and without giving much importance to building a consistent progression based on the automation of elementary tasks and the repetition of practices that aim to facilitate acquiring skills and lead to the transfer of learning as the pathway comes to an end.

This is why planning a sequence of reading while taking into account all of the elements that ensure having a progression and a reasoned steps-based path was co-developed during the training. The trained teacher was not left alone. He was guided and supported in his learning approach.

However, in terms of the other components (the 2nd, 3rd and 4th), the gap is significant as it shines light on the positive contribution of the training to the graduate teachers. In order to benefit from the training, the level of education of trained teachers appears to be a significant variable as it refers to prerequisites that are already present and were mobilized as resources in the course of training and based on which the graduate teachers were able to develop new learnings. The prerequisites of graduate teachers in terms of knowledge, know-how, and cross-cutting abilities (analysis, comprehension) have facilitated implementing the new reconfigurations of resources and appropriating new knowledge. This category is marked by a more advanced level of professionalism compared to that less qualified. Important differences are found in this context upon comparing the graduate category to that less qualified.

In return, teachers who hold a baccalaureate degree did not benefit much from the contributions of the training. Their ability to understand the linguistic concepts and to define the particularities of each term prevented them from grasping the issues that come into play in the process of learning reading. To appropriate the meaning of recurrent terms in the context of the adapted reading method (task, direct way, indirect way, and visual and auditory discrimination) appeared to be

difficult. In fact, these teachers were not ready to live up to situations that are based on reflection and concepts, nor to face such an abstract level.

3. 2nd Level: Evaluating the Transfer of Acquired Skills & the Effects of Tutoring

For tutoring, which spanned over two months and a half (mid-April, mid-May and June 2019), it involves an individualized help offered by the trainers/ tutors through didactic tools to assist the teachers in transferring the knowledge acquired during the training to new situations of planning reading sequences. Teachers have prepared two reading sequences and have received constructive written feedback to improve their work. They were also able to perform a self- evaluation and use their reflexivity to suggest adjustments that make their planning more efficient to the learning of read.

To measure the level of transfer of these training's acquired skills and to be able to relate the identified progress to the carried-out tutoring, we compared the results of the untutored control group to those of the tutored test group at the end of the training pathway.

3.1   Second Assessment of Quantitative Results

In order to verify the impact of tutoring on the different planning components based on direct and indirect teaching reading ways, we compared the results of the components' average of the "Rubric" between the two groups:

- The test group which represents the teachers who benefited from tutoring.

- The control group of teachers who did not benefit from tutoring.

To check whether there are significant differences between the average results of the two groups and to measure the positive impact that tutoring might have on the teachers' performance, we examined the normality of the variables using the Kolmogorov- Smirnov test. This test shows that our variables are normally distributed ($p > 0.05$), hence the use of the t-test for two independent samples.

3.1.1   First Component: Planning a Reading Sequence

We notice that the average of the planning component of the test group is 4.78

and 4.17 for the control group.

Using the Levene Test (p<0.01), we show that the equality of variances is not achieved between the two scores and that the t-test for two independent samples renders the following results: t (56.5) = 3.708; p<0.01.

We can therefore conclude that the difference between the average scores is significant, and that the scores of the teachers in the test group are better than those in the control group when it comes to planning the reading sequence, and this is probably due to the tutoring received by these teachers.

3.1.2   Second Component: Developing Direct Reading

We notice that the average of the direct reading component of the test group is 4.61 and 3.73 for the control group.

Using the Levene Test (p<0.01), we show that the equality of variances is not achieved between the two scores and that the t-test for two independent samples renders the following results: t (65.6) = 3.47; p<0.00.

We can therefore conclude that the difference between the average scores is significant and that the scores of the teachers in the test group are better than those in the control group when it comes to direct reading , and this is probably due to the tutoring received by these teachers.

3.1.3   Third Component: Developing Indirect Reading

We notice that the average of the indirect reading component of the test group is 4.84 and 4.12 for the control group.

Using the Levene Test (p<0.01), we show that the equality of variances is not achieved between the two scores and that the t-test for two independent samples renders the following results: t (53) = 3.41; p<0.01.

We can therefore conclude that the difference between the average scores is significant and that the scores of the teachers in the test group are better than those in the control group when it comes to indirect reading, and this is probably due to the tutoring received by these teachers.

3.1.4 Fourth Component: Developing Read-Aloud Strategies

We notice that the average of read-aloud strategies component of the test group is 4.80 and 3.77 for the control group.

Using the Levene Test ($p<0.01$), we show that the equality of variances is not achieved between the two scores and that the t-test for two independent samples renders the following results: $t(48) = 4.29$; $p<0.01$.

We can therefore conclude that the difference between the average scores is significant and that the scores of the teachers in the test group are better than those in the control group when it comes to read-aloud strategies, and this is probably due to the tutoring received by these teachers. Graph 14 below presents the averages of the different components according to the scores of the teachers of the test group and the control group.

Graph 14: Averages of Components according to the Scores of the Test Group and the Control Group

It is noteworthy to point out that the average results obtained from the post-test at the end of the blended training and tutoring pathway, do not echo, in the same magnitude order, with the advanced progress scores resulting from the "Rubric", which is another data collection tool used in this research. This tool generated a significant progress score that was clearly and systematically perceived in all

four components of planning a reading sequence. The gap between the results from one tool or another would depend primarily on the context of the use of these tools, as well as the time required to fill in either one, given the number, the typology and the complexity of the questions.

The surveyed teachers are not used to processing a 10-page survey that involves reading, understanding, and answering a variety of multiple-choice questions with similar distractors. The predominantly low linguistic level did not make it easy for the respondents. This could explain the laxity with respect to the choice of some answers given.

The rather limited time between administering the two surveys did not contribute to make the transition from one level to another obvious. The trained teachers were not conscious yet of their new learnings under development and appropriation. The process has been set in motion. Becoming conscious of the new acquired skills, all the way up to formalizing them, requires a mental ability to conceptualize reflexivity. This would contribute to the implementation of a professional and personal self-development process.

In fact, the reflexive feedback on one's practice at different points of action requires a level of abstraction that teachers are not used to

3.2 Comparing the Averages of the Two Groups by Co-Variables

A co-variable, as is the case with an independent variable, is complementary to the dependent variable. A variable is considered as a co-variable if it is related to the dependent variable. According to this definition, any measurable variable (Salkind, 2010), or even a qualitative variable (Howell, 2010), that is considered to have a statistical relationship with the dependent variable, would be considered as a potential co-variable. A co-variable is therefore a possible predictive or explanatory variable of the dependent variable. This is maybe why independent variables (the explanatory variables) are sometimes referred to as co-variables in regression analysis. In this context, co-variables are of primary interest. However, in most other circumstances, the co-variables are not of primary interest compared to the independent variables. A co-variable is usually not a part of the research

problem, but it could influence the dependent variable, that is why it is better to control it. In our study, we tested whether there are significant differences between the scores of the control group and the test group, by deeming the following as co-variables: the age (quantitative variable), the degree (ordinal variable), and the region (qualitative variable).

We used the Ancova Test, taking the scores of each component as a dependent variable and the group as an independent variable (test or control). The normality of the quantitative scores being verified was based on the Kolmogorov- Smirnov test. The Ancova test allows to estimate if there are significant differences, by taking the co-variables mentioned above for each component of the "Rubric". Tables 7 and 8 present the main results data.

Component	Age	Degree
Planning	$F_{(1;76)} = 8.79; p<0.01**$	$F_{(1;52)} = 12.24; p<0.01**$
Direct Reading	$F_{(1;76)} = 9.14; p<0.01**$	$F_{(1;51)} = 3.27; p<0.05**$
Indirect Reading	$F_{(1;76)} = 10.15; p<0.01**$	$F_{(1;52)} = 5.41; p<0.05**$
Reading Aloud	$F_{(1;76)} = 16.56; p <0.001**$	$F_{(1;52)} = 11.34; p<0.001**$

Table 7: Difference in Scores of the Test and Control Groups by Co-Variables (Age and Degree)

Component	Region	French Level
Planning	$F_{(1;76)} = 12.71; p<0.01**$	$F_{(1;75)} = 11.663; p<0.01**$
Direct Reading	$F_{(1;76)} = 12.87; p<0.01**$	$F_{(1;74)} = 10.91; p<0.01**$
Indirect Reading	$F_{(1;76)} = 10.98; p<0.01**$	$F_{(1;75)} = 9.97; p<0.01**$
Reading Aloud	$F_{(1;76)} = 19.89; p <0.001**$	$F_{(1;75)} = 16.94; p<0.001**$

Table 8: Difference in Scores between the Test and Control Groups by Co-Variables (Region and Degree)

Drawing on the results of the Ancova Test, all differences in scores were significant between the test group and the control group after tutoring, independent of the co-variables of age, degree and region. This shows that tutoring has an impact

on the transfer of the teachers' acquired skills despite the differences related to several variables: the language level, the education level, the place of residence and the age group. The tutoring offered individualized assistance using didactic tools of reflexivity and focused, constructive feedback. This tutoring "formula" was beneficial to all, as the results show.

4. A Summary Table of Hypotheses

Hypotheses	Descriptions	Results
H1	The blended training and tutoring pathway would develop the knowledge and know-how of French teachers regarding the planning of teaching reading in Grade 1	Validated hypothesis
H2a	The impact of the blended teacher training pathway would depend on their language level, their age, their professional experience, their level of education, and the region/ governorate in which they are trained.	Non-validated Hypothesis

Table 9: Summary of Hypotheses

5. Findings and Synthesis

The analysis of the results of this study leads us to findings at different levels:

a- The formalization of the "prerequisites" (prior knowledge necessary to do the training), seems to be a sine qua non condition for engaging in a new learning, in terms of knowledge and know- how. They function as the bedrock of the learning process. It is the basis that underlies the different layers and correlation of resources;

b- There is an upward trend between the average of the pre-training and post- training population. This gain of acquired skills comes from the in-person training;

c- The score evolves at the rate of the transition from a short-term educational

(pedagogical) pathway (the in-person training) to another mid-term pathway (the post-training distance tutoring). Consequently, the blended pathway, which is longer in terms of work time and the progressive development of learning proved to be in favor of new learnings;

d- There is an upward trend between the post-training and the post-tutoring population average. This contribution and this gain are due to the transfer of new knowledge as a result of the appropriation and mobilization of reconfigured resources in new contexts;

e- There is a systematic ascending trend among teachers who benefited from tutoring that goes beyond the average of the teachers who have only been trained. This could be due to the appropriation and experimentation of new learnings over time, and to the awareness of the effectiveness of new support materials suggested as well as the relevance of the reading method;

f- The tutoring pathway allowed the transfer of new acquired skills. This shows the positive effect of this individualized and attentive intervention by the trainer/ tutor for the trained teachers.

We have fully justified the significant gap between the control group and the test group by relying on the factor of duration which supports the experimentation and the transfer of the training's acquired skills. The tutoring also ensures having benchmarks for bringing about guidance and differentiated pathways. As to the 15-hour training, it could trigger and reinforce the development of new learnings and contribute to the development of strategies and work processes. However, we do not know if the trained teacher has implemented practices other than the usual, or has resisted change. It is key to be able to move from intention to action. To achieve this, the teacher needs a tutor who listens to him, supports him, questions him, and encourages him to break free, in short to act.

The tutor's guidance, which aims to emancipate the tutored teacher, establishes a process based on dialogue and interaction. This relationship enables him to engage in reflection, control, and discussion in order to experiment and to make

the transfer as regards the new acquired competencies. Materializing the transfer is perceived through the transformations and modifications introduced over time in the preparation of reading.

In distance training, the tutor guides the trained teacher step by step, with the intention to be with and go towards, because "the connection depends on the path" (Paul, 2004, 2016). The guidance of the tutor/the facilitator targets the personal and professional development of the teacher.

During the tutoring, making mistakes is seen as a step in learning, both as a necessity and a source of teaching for all. Learning is not a linear process. It goes through trial-and-error. Learners have, therefore, the right to make mistakes which must be recognized and taken into account. Working out errors fosters a climate of trust in which errors are no longer stigmatized, but rather become a collective material for building knowledge. Furthermore, the reflexive feedback on the error is favorable for a better understanding of the studied notion. Through this work, the tutored teacher also discovers his own intellectual functioning and gains autonomy.

Developing competencies is based on reflecting upon experience or real practices performed in complex situations or problem-situations. In such situations of dialogue and questioning during tutoring, the revisited practices will be built up, restructured or dismantled and broken down.

The tutor takes into account the current challenge of every actor dealing with heterogeneity. Putting the learner at the center of the training system encourages the trainer to renew his work approaches with the continuous and legitimate concern to adapt to differences and to respond to the specific needs of each trainee using the appropriate method so that the knowledge is transmitted and acquires meaning. Time, as a resource, seems to be a key factor in the management of heterogeneities. (Dupuy-Walker, 2001).

Chipon (2006) highlights the "mechanics" of the link between the two variables: the amount of time allocated for teaching, on the one hand, and the effects of teaching

which means acquiring new knowledge by as the largest number of learners, possible on the other hand, that would maintain a very strong causality link.

Conclusions

1. The Limitations of Research

The first limitation in our research is the relatively short duration of the interventions carried out for the teachers. This duration was limited to approximately three months. This is one of the reasons why we were unable to study the long-term impact of the blended training pathway on the reading learning of reading at the elementary level. It is noteworthy that detecting the impact on learning is possible only after the completion of at least an entire school year.

The second limitation has to do with the follow up on teachers by the trainers/ tutors. Guiding the trainees is necessary to facilitate the transition to transfer. The observation of classroom sessions is one of the most effective ways that provide the opportunity for the tutor and the tutored to understand and analyze the situation in terms of limitations and constraints. This way would foster the development of the performance of teachers and learners.

The first two limitations affected the trajectory of the research, which was based on evaluating the impact of the training at three different levels: Acquiring f learnings, transferring these acquired learnings and the impact of this transfer on students' learnings in the classroom and at the organizational level.

The training's impact evaluation addressed the first two levels only. The research data were built on quantitative results. However, we collected many qualitative data as well over the course of this research that resulted from testimonials the exchanges between teachers and/or between tutors and teachers, and from their productions. Reinforcing the quantitative data with new qualitative data and using the mixed research methodology could have provided new answers about the way the transfer occurs in the classroom. Using the mixed research approach requires another pathway to pursue:

- Data collection through different surveys such as observation, focus groups, interviews;

- Access to schools;

- Follow-ups and guidance over time...

The fourth limitation has to do with the ethical issue of random grouping. In fact, the control group which was not invited to blended tutoring path, were dissatisfied with being excluded from this activity that should have improved their learning, "One of the sources of potential conflicts between evaluators and field workers lies in the different understanding of ethical questions. Even when the system is experimental and/or there are more eligible candidates than places, the field workers are often confronted with the difficulty of conducting and justifying the random draw among potential candidates (Zamora, 2011)".

The non-digitization of the data collection and the biases that can occur from counting.

The sample size is restricted which makes it impossible to compare results across the different groups and governorates

2. Conclusions

The analysis of this evaluation showed a relatively high average level of new educational (pedagogical) and didactic skills that were acquired by the trained teachers. However, there are performance gaps between the teachers who participated in the training only and those who engaged in post-training tutoring. The analysis also highlighted the effects of the informal and formal school contexts.

2.1 The Effects of the Training Context

The factors that are related to a high and significant score of trained teachers are:

a- The level of the teacher's prerequisites at the beginning of the training;

b- The didactic and educational (pedagogical) support of trained teachers by means of tools that were designed in reference to the know-how and the concepts to build;

c- The linguistic level of the teacher at the beginning of the training;

d- The in-person training on the direct and indirect reading method made way to the development of new acquired skills that aren't covered in textbooks in use since 1997;

e- The in-person training on the direct and indirect reading method made way to the development of a strategic competency related to planning the teaching-learning process of reading at the elementary level.

2.2   The Effects of the Tutoring Context

a- The results of the tutored teachers are significantly higher than those of the trained teachers;

b-The results of younger teachers with a more advanced level of education are higher than those of the older and less educated teachers;

c- Teachers with more than thirty years of seniority have lower scores than teachers with fewer years of experience;

d- The results of teachers who have received distance training are better than the results of teachers that did not;

e- Post-training tutoring as individualized assistance allowed the tutored to make the transfer of acquired competencies;

f- The tutoring, which is designed as guidance with the objective of helping the tutor break free from a certain situation and to foster dialogue parity, is associated with maintaining the teacher's attendance rate;

g- The use of the "WhatsApp" application maintained the attendance rate of the tutored during the tutoring that spanned over a period of two months;

h- Teacher's tutoring is associated with better results in the concerned groups.

3. Recommendations

Following the results of our research, we suggest certain recommendations at several levels.

3.1.   About Continuing Training

a- To consider the possibility of developing blended training systems as regards the new manuals designed and set forth within the framework of the FITDT-Lebanon 2018 project;

b- To prioritize the blended training model built on alternating the in-person and distance trainings.

3.2 About Activities Related to Teaching/Learning of Direct and Indirect Reading:

a- To form research groups on themes related to the direct & indirect reading method;

b-To publish a scientific article on the training's impact evaluation;

c- To design and implement a comprehensive qualitative research that takes into account the meaning given by the actors to their actions in a particular context;

d- To impose an annual continuing training (trainings to be specified, number of hours...) / training teachers with respect to new technologies;

e- To embed collective tutoring as a professional resource of learning the teaching profession, in public schools and within the framework of qualitative research.

3.3   About Dissemination and Diffusion

a- To design actions in order to create a culture of consultation and exchange, first within training establishments and later on in school establishments (teaching and class councils, establishment projects, ...);

b- To publish a brochure on the direct and indirect reading method to be widely distributed to the educational (pedagogical) actors;

c- To create a collaborative space for dialogue and mutual sharing within the schools that are involved in the direct and indirect reading method training;

d- To establish an association that promotes the direct and indirect reading method and the reading aloud method;

e- To involve the general inspection, the administration of curricula and the educational advisors of the Directorate of School Pedagogical Guidance (DSPG) in this project about the teaching and learning of reading;

f- To organize reflection and sharing seminars in relation to the direct and indirect reading method, which brings together all of the educational actors;

g- To disseminate practical knowledge about the approach, the context, and the conditions that foster the implementation of a tutorial situation.

3.4 About the Training Staff

a- To enrich the different works of the direct and indirect reading method and develop the resources and didactic tools to be used in teaching by confirmed resource-persons;

b- To develop the different stances of the tutor as a guide and a facilitator in blended trainings.

3.5 About Embedding Sound Practices in Public Schools

a- To promote linguistic teamwork to present sound practices to the establishment and other French teachers and have them validated by educational (pedagogical) decision-makers;

b- To restore all of the values of the teaching profession, to upgrade it (sanctions and rewards) and to link professional promotion to individual performance.

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