## Manitoba (English) Transcript

Video: [Manitoba Project Video](https://prezi.com/v/mvmlr3jpjgjr/manitoba-project-video-english/)

Hello and welcome to the School-Based Early Reading Intervention for Struggling Readers in French Immersion project part of the Louis Riel School Division in Winnipeg, Manitoba.

This is a collaboration with Dr. Becky Chen and her researchers of the Multilingualism and Literacy Lab at the University of Toronto’s Ontario Institute for Studies in Education.

Research has shown that children who struggle with phonological awareness have difficulties learning to read and often lag behind their peers.

Students can, however, become more proficient readers if appropriate early reading interventions are provided.

Thus, teaching students how to read is a big responsibility to K-2 teachers as it is crucial to a child’s academic success.

In particular, providing English interventions aids students’ French reading acquisition through cross-linguistic transfer.

The research involves a response-to-intervention (RTI) and collaborative approach. RTI is a multitiered model designed to enhance early identification of students who are at-risk.

This approach has been implemented successfully thanks to the professional learning community (PLC).

Within the context of schools, professional learning communities engage in ongoing, reflective, and collaborative practice to promote student learning and improve learning outcomes.

A learning team engages in a cycle of learning that involves analysis of student data, setting of teaching and learning goals, individual and collaborative learning, implementation of teaching practices that meet the needs of all learners, and ongoing monitoring of student progress to inform refinements in assessment and practice.

The interventions were conducted in small groups of three to four students to aid French Immersion students in kindergarten.

Students at-risk received supplementary instruction for rhyming, initial sounds and syllable skills. After the intervention, children’s phonological awareness skills improved.

Additionally, the students’ phonological awareness scores after the intervention also contributed significantly to their French reading the following year due to cross-linguistic transfer.

Since reading difficulties could be identified as early as kindergarten, early intervention should be implemented as early as possible.

As a result, early identification and intervention is both crucial and effective in helping struggling students in French Immersion programs.

In the future, the project is looking to expand the interventions to other French immersion schools in the division to further benefit students, teachers and caregivers.