Protocol_full_text_screening_20230501

This document outlines the protocol followed for full-text screening of the research products identified via EbscoHost, ProQuest, forwards and backwards citation searches, and the grey literature search. This protocol was used in the project referenced below.

Schaefer, M., Daries, M., & Wagner, R. (2023). *The within- and cross-language correlation between phonological awareness and reading in African contexts: a meta-analysis*. LDbase. https://doi.org/10.33009/ldbase.1682958493.05e9

We used Covidence to manage the screening process.

V2.0 - Screening Questions
Changes were made to V1.1 based on a pilot of ten papers.

Answer these questions in order, and select the appropriate button

1. Is this paper published from 2000 or later?
    a. No -> Exclude, reason = **out of date range**
    b. Yes -> continue

2. Is the paper a review paper, or report only qualitative research?
Include papers that mention mixed methods were conducted but only reports the qualitative research. We will follow up with authors to get the quantitative data.
Exclude books that are general chapters on a topic i.e. does not present new empirical findings
    a. Yes -> Exclude, reason = **review/qualitative paper**
    b. No -> continue

3. Is at least one sample reported in the paper from an African country?
    a. No-> Exclude, reason = **sample not in Africa**
    b. Yes-> continue

4. Do the participants range in age from kindergarten/reception year/preschool/creche to Grade 7 or age 5 to 14 (children do not need to be schooled) i.e. primary school age (but can be unschooled kids)?
    a. No -> Exclude, reason = **does not test children** (they are over 18 years e.g. teachers, parents)
    b. No -> Exclude, reason = **children not in age range** (children between 15 - 18, or sample younger on average than 5 years)
    c. Yes -> continue

5. Does the sample report **only** include participants with a learning disability/challenge e.g., dyslexia, deaf, difficulty with hearing or sight?
    a. Yes -> Exclude, reason = **sample not typical**
    b. No -> continue

6. Is there at least one phonological awareness measure?
        Measures include: syllable level, phoneme level, rime level; any task .e.g. Blending, isolation etc; can include pictures or counters etc.
        Tasks that include letters as part of the assessment do not count.

If the writers mention they used <u>EGRA</u>, but don't report PA, we can still say yes, and will ask authors if they tested PA. We decided this because PA is often measured in EGRA tests but may not be reported in the final intervention effects papers.

Measurement of PA must be **direct and oral**. Children must do the task orally in real time, and then get a score from 0 - n. We excluded studies that only have teacher ratings (e.g., Likert scales) of students' PA. This is because we need to keep studies as comparable as possible. See for example, #1731 - Isa 2021, #2523 - Ajimoti 2022, #769 - DeWitt 2018. We excluded studies where students had written PA tests (i.e., authors said they were PA tests, but we do not consider a written format to be a PA test, e.g. #2221 - Oreagba 2021)

Papers which presented the adaptation of a tool, but no data from participants was included so that the authors could be contacted for more data. The paper would be moved back to full-text screening if there was no unpublished data emanating.
   a. No - > Exclude, reason = **no direct oral PA measure**
   b. Yes -> continue

7. Is there at least one reading measure?
   Measures include: letter recognition fluency, letter reading accuracy, word reading fluency/accuracy, oral reading fluency/accuracy, silent reading fluency/accuracy, reading comprehension, nonword reading fluency/accuracy, syllable reading, character reading

   <u>Do not accept</u>: print awareness, eg. Rochdi 2010 included moving word and book related concepts. If they had measured letter knowledge then we would have accepted.
   a. No -> Exclude, reason = **no reading measure**
   b. Yes -> Include

● At the screening stage we will not limit correlations to within language or cross-language. During coding we will decide whether to include cross-lang corrs too.
● We will not exclude based on cross-sectional vs longitudinal designs. We will decide before coding which corrs we are going to keep.
● We will not exclude based on journal quality at this stage.
● We will not exclude based on language of the article at this stage.
● We will not exclude if there are no correlations reported at this stage. We can write to the authors to request pearson correlations.
● If the paper mentions that quantitative PA and reading data was collected, but does not report it, then you can include and we will write to the authors/find the second publication/thesis

V2.0 - pilot full-text screening of 10 papers
   1. #1013 - Mourgues 2016 - Paired associate learning tasks and their contribution to reading skill
   2. #1498 - Fitzpatrick 2011 - Kindergarten Classroom Engagement Skills: The Road to Academic Success in Elementary School
   3. #464 - Alcock 2010 - We don't have language at our house: Disentangling the relationship between phonological awareness, schooling, and literacy
   4. #966 - Ngorosho 2010 - The Role of the Home Environment in Phonological Awareness and Reading and Writing Ability in Tanzanian Primary Schoolchildren
   5. #972 - Ndijuye 2022 - Fathers' Involvement on Children's School Performance among Camped-Refugees and Local Majorities' Communities in Tanzania

6. #2202 - Whitehead 2022 - Variability in the Age of Schooling Contributes to the Link Between Literacy and Numeracy in Côte D'Ivoire
7. #651 - Ahlberg 2019 - From abugida to alphabet in Konso, Ethiopia: The interplay between script and phonological awareness
8. #708 - Daffern 2020 -Measurement of Spelling Ability: Construction and Validation of a Phonological, Orthographic and Morphological Pseudo-Word Instrument for Students in Grades 3–6
9. #2205 - Trivedi 2022 - Development and Implementation of a Programme for Enhancing Reading Skills in English Language of Senior Kindergarten Students
10. #279 - Maphalala 2014- Phonological development of first language isiXhosa-speaking children aged 3;0–6;0 years: A descriptive cross-sectional study

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V1.1 - Screening Questions
Answer these questions in order, and select the appropriate button

8. Is this paper published from 2000 or later?
    a. No -> Exclude, reason = **out of date range**
    b. Yes -> continue

9. Is the paper a review paper, or report only qualitative research?
Include papers that mention mixed methods were conducted but only reports the qualitative research. We will follow up with authors to get the quantitative data.
    a. Yes -> Exclude, reason = **review/qualitative paper**
    b. No -> continue

10. Do the participants range in age from kindergarten/reception year/preschool/creche to Grade 7 or age 5 to 14 (children do not need to be schooled) i.e. primary school age (but can be unschooled kids)?
    a. No -> Exclude, reason = **does not test children** (they are adults e.g. teachers, parents)
    b. No -> Exclude, reason = **children not in age range** (children between 15 - 18)
    c. Yes -> continue

11. Is at least one sample reported in the paper from an African country?
    a. No-> Exclude, reason = **sample not in Africa**
    b. Yes-> continue

12. Does the sample report **only** include participants with a learning disorder/challenge e.g., dyslexia, deaf, difficulty with hearing or sight?
    a. Yes -> Exclude, reason = **sample not typical**
    b. No -> continue

13. Is there at least one phonological awareness measure?
    Measures include: syllable level, phoneme level, rime level; any task .e.g. Blending, isolation etc; can include pictures or counters etc.
    Task that include letters as part of the assessment do not count.
    a. No - > Exclude, reason = **no PA measure**

      b. Yes -> continue

14. Is there at least one reading measure?
    Measures include: letter recognition fluency, letter reading accuracy, word reading fluency/accuracy, oral reading fluency/accuracy, silent reading fluency/accuracy, reading comprehension, nonword reading fluency/accuracy, syllable reading, character reading
        a. No -> Exclude, reason = **no reading measure**
        b. Yes -> Include

- At the screening stage we will not limit correlations to within language or cross-language. During coding we will decide whether to include cross-lang corrs too.
- We will not exclude based on cross-sectional vs longitudinal designs. We will decide before coding which corrs we are going to keep.
- We will not exclude based on journal quality at this stage.
- We will not exclude based on language of the article at this stage.
- We will not exclude if there are not correlations reported at this stage. We can write to the authors to request pearson correlations.
- If the paper mentions that quantitative PA and reading data was collected, but does not report it, then you can include and we will write to the authors/find the second publication/thesis

V1.1 - pilot full-text screening of 10 papers
1. #100 - Manis 2000

Naming Speed, Phonological Awareness, and Orthographic Knowledge in Second Graders

2. #258 - Lekgoko 2008

Learning to read Setswana and English: Cross- language transference of letter knowledge, phonological awareness and word reading skills

3. #341 - deWitt 2016

The influence of a school readiness program on the language and phonological awareness skills of preschool children in rural areas of South Africa

4. #713 - Wagner 1987

Reading acquisition in Morocco

5. #976 - Mulcahy-Dunn 2018

The Relationship between Grit, Self-Control, and Early Grade Reading: A Trial Measuring Soft Skills in Rural Tanzania

6. #1549 - Desmond 2008

The effects of rhyme on phonological sensitivities

7. #628 - Langsten 2022

Arabic Language Skills: A Comparative Study of Community and Government Schools in Rural Upper-Egypt

8. #315 - VanKleeck 2006

Sharing Books and Stories to Promote Language and Literacy

9. #673 - Blunch 2014

Literacy and Numeracy Skills and Education Sector Reform: Evidence from Ghana

10. #1007 - Kombe 2017

Can Education Innovations Be Sustained after the End of Donor Funding? The Case of a Reading Intervention Programme in Zambia

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We started with V1.0 screening questions, and went through four pilot papers to refine the questions. The V1.0 screening questions are mostly the same as the screening questions in V1.1, but we unfortunately did not record all changes. V1.1 questions were settled on by running through the four pilot papers below.

Draft 1.0 Pilot Full Text Screening Papers
#667
#719
#574
#962