



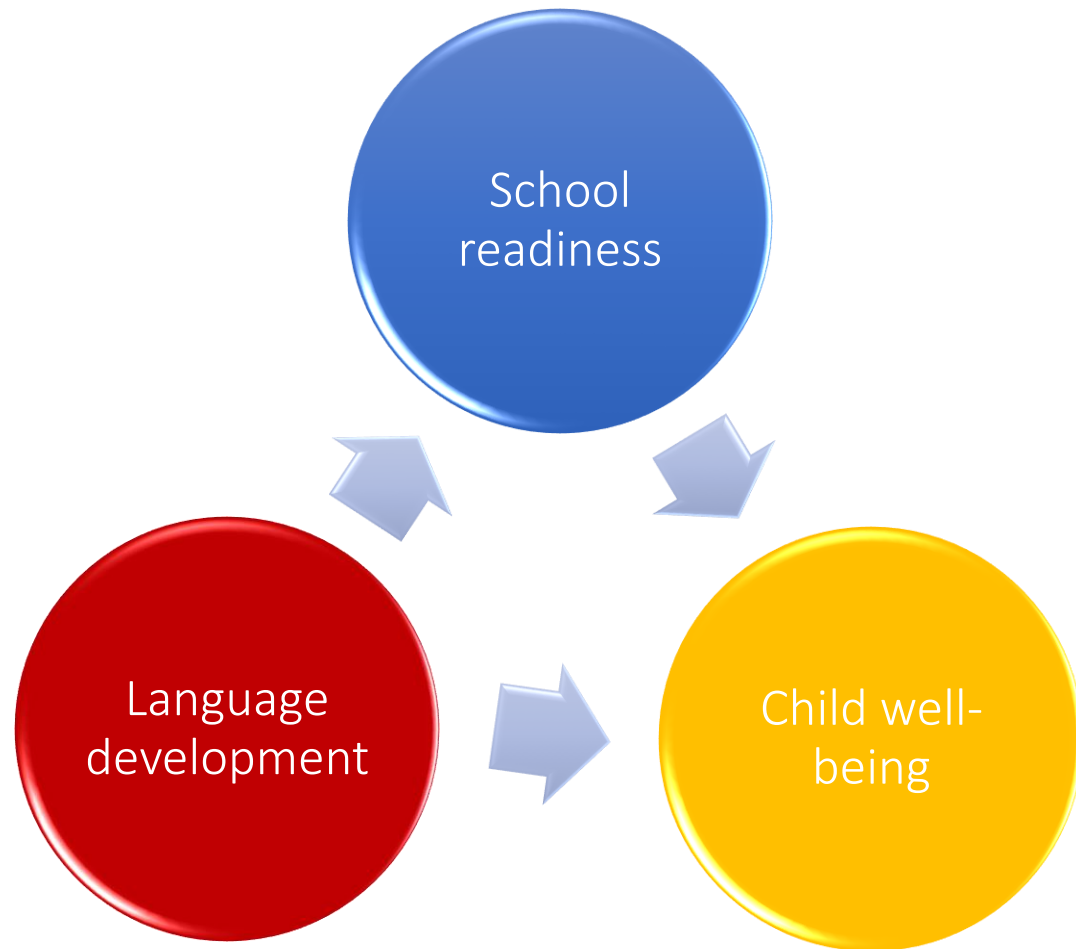
Supporting language development in early childhood education settings : Comparing teacher-child interaction quality in Belgium and Lebanon

Edith Kouba, Lauren Houben & Christelle Maillart

Oral presentation – ESLA congress

26 – 28 May 2022

Prevention of language disorders



Quality of interaction
between children and
their teachers



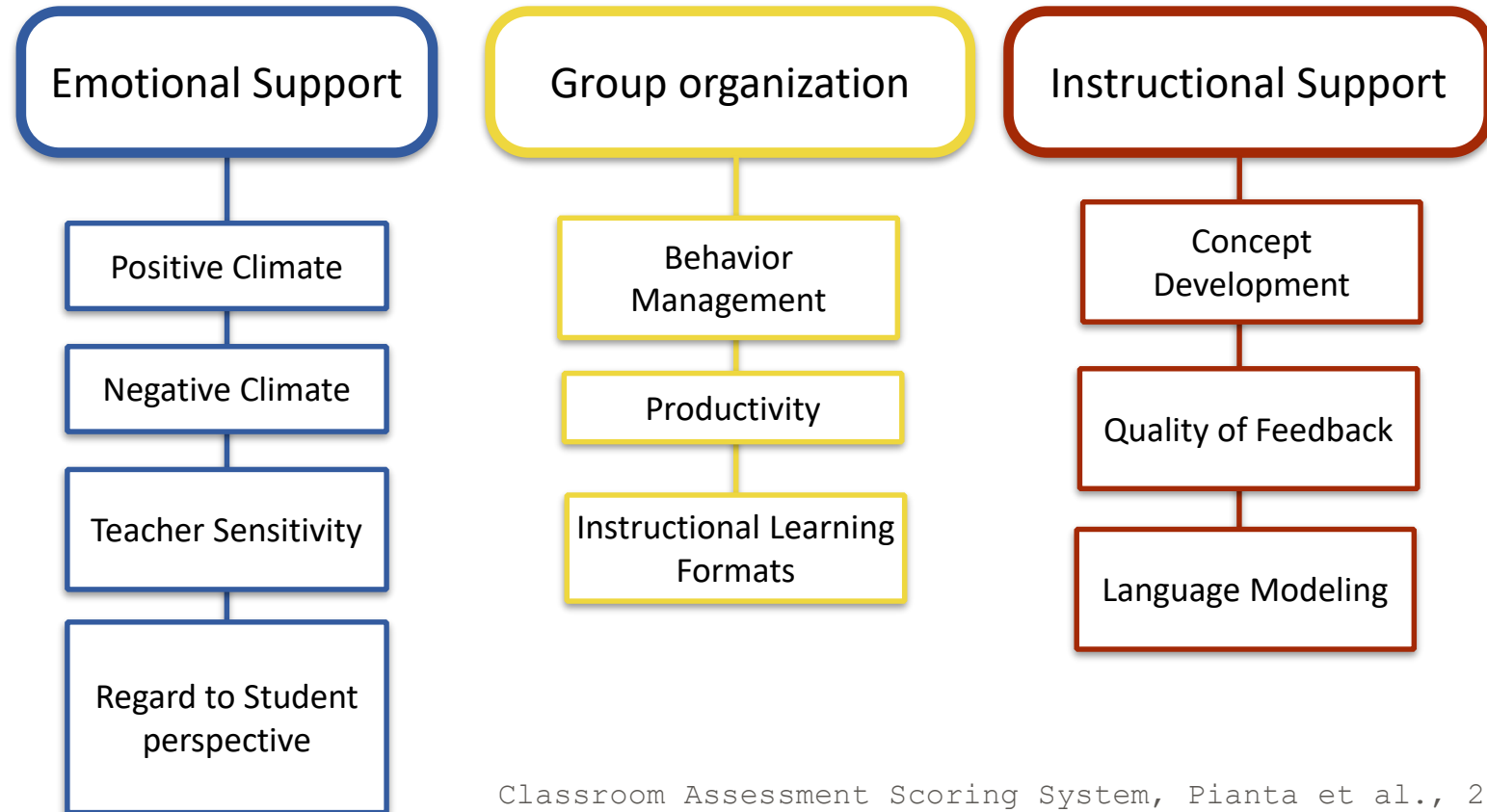
Supporting language interactions to support language development



Quality of teacher/child interactions

CLASS Pre-K

Scale from 1 to 7:
1, 2: Low quality
3, 4, 5: Average
6, 7: High



Belgian and Lebanese contexts



Belgium

At 3 years old : 94% of children attend preschool
At 5 years old : School is mandatory

Bachelor degree in preschool education

14 children

French

Learning centered on academic knowledge
→ Primary system in preschools

Characteristics

Age of preschool attendance

Teachers qualification

Ratio

Language of instruction

Pedagogical orientations



Lebanon

Preschool attendance at 3 years old
School is mandatory at 5 years old

No specific training required

25 children

Multilingual
8 hours : Modern standard Arabic
22 hours : English or French

Learning centered on academic knowledge
→ Primary system in preschools

Goals



Examine quality of interactions in 2 different contexts



Identify explanatory variables acting as obstacles to high quality

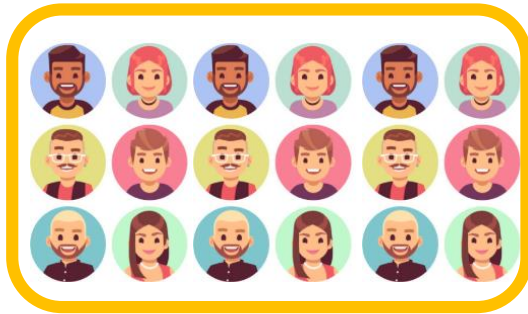


Bring out generalized perspectives to support language development in preschools

Methods



Belgium



n = 92 preschool teachers

Tool : Classroom Assessment Scoring System (Pre-K)

Gender 1 man and 91 women

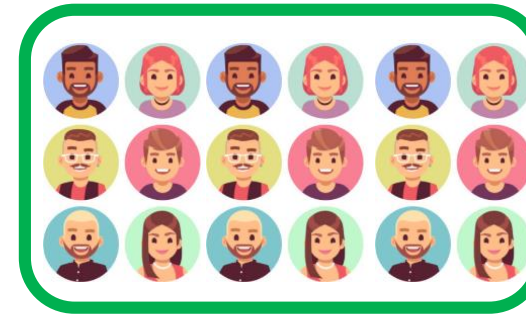
Age $M = 43.95$ ($SD = 10.5$)

Nb. Yrs. Exp. $M = 21.02$ ($SD = 10.66$)

SES Varied sample



Lebanon



n = 55 preschool teachers

Tool : Classroom Assessment Scoring System (Pre-K)

Gender 55 women

Age $M = 37.51$ ($SD = 8.76$)

Nb. Yrs. Exp. $M = 10.87$ ($SD = 9.55$)

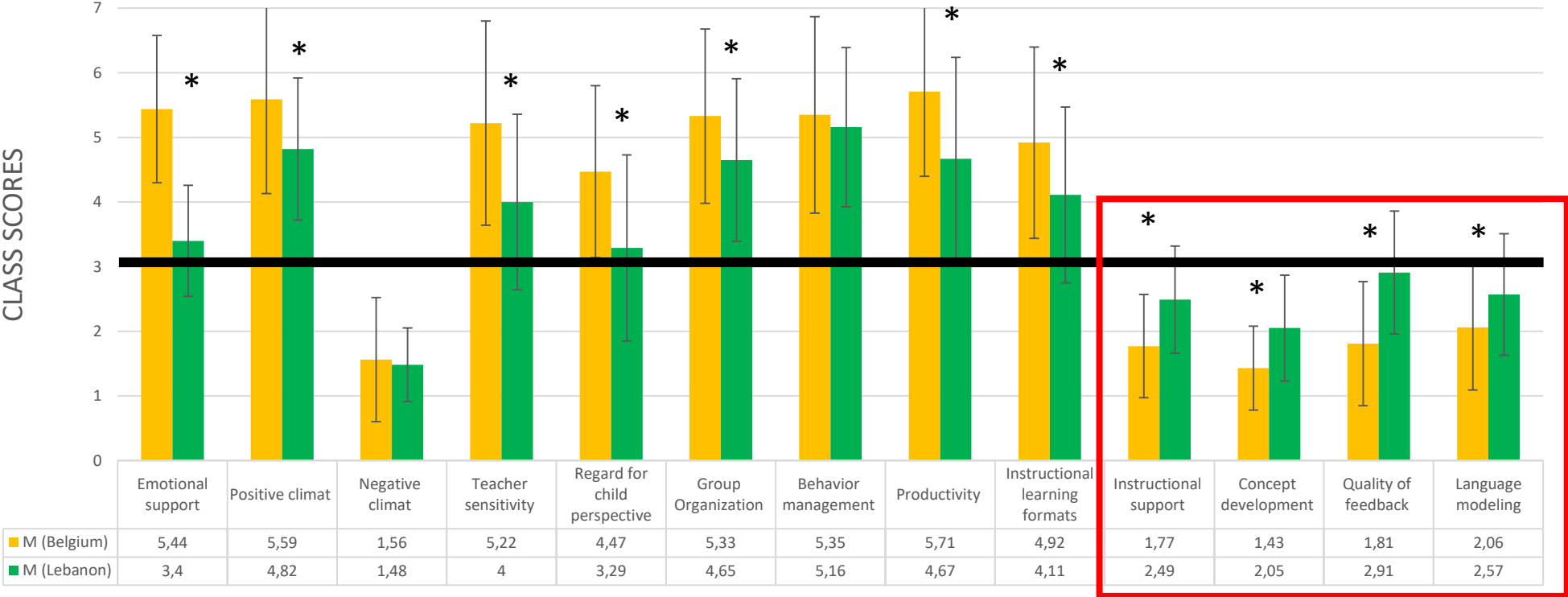
Type of preschools (SES)
n = 28 private schools
n = 27 public schools

Group comparison : Mann-Whitney U

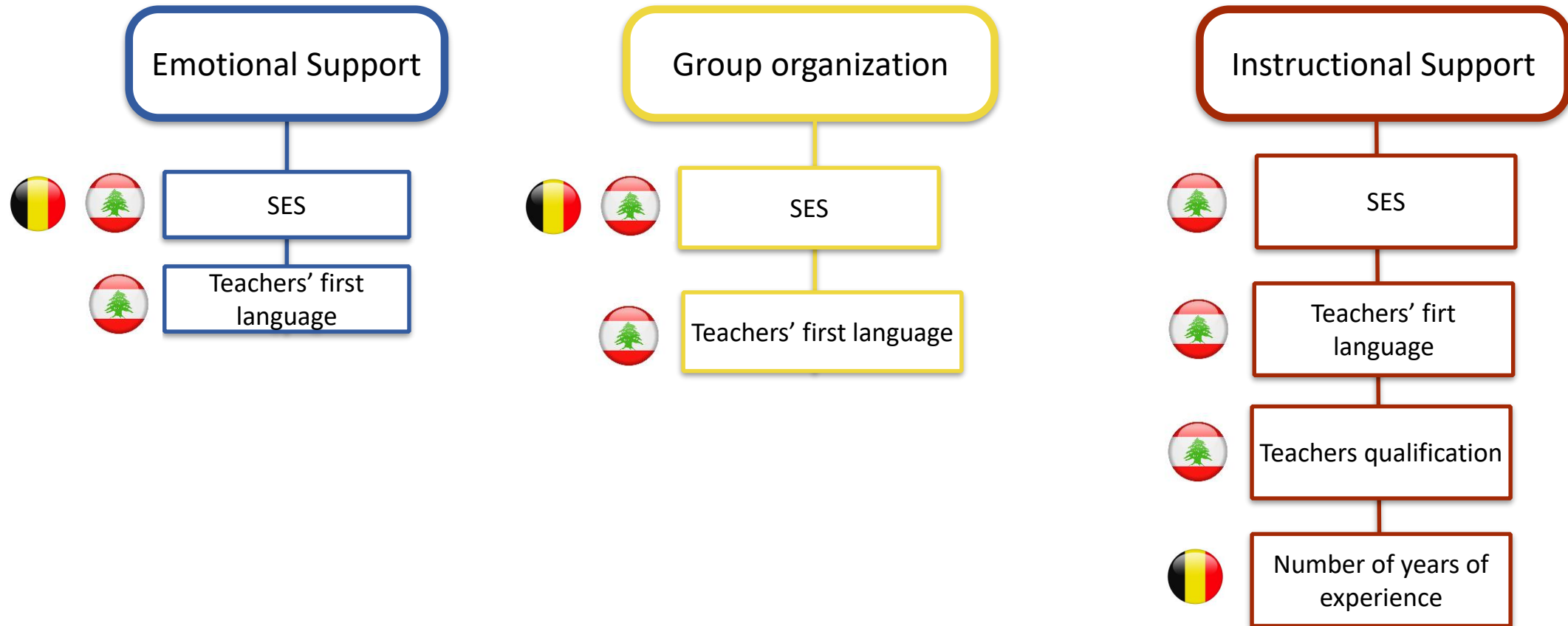
Explanatory variables identification : Regression Analysis

Results

Comparison between Lebanese and Belgian Class scores



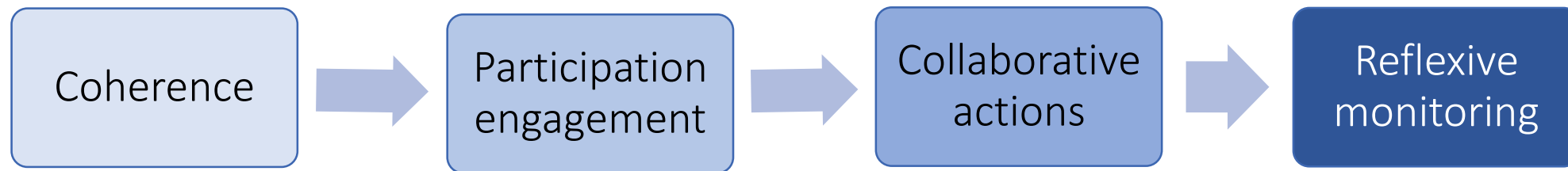
Results analyses : Regressions



Perspectives

- Language development support through high quality of interactions
- Change of teachers' practices through effective interprofessional collaborations

→ How to establish language rich environment through interprofessional collaborations ?



Take home message

“Referring to a late 19th-century poem by Joseph Malins (1895), The Ambulance Down in the Valley, it could

be argued, then, that metaphorically SLT as a profession has traditionally been ‘in the ambulance’, but it needs to reposition its expertise to ensure that the top of the cliff is made safer for all”. (Law et al. 2013, p. 492)

