

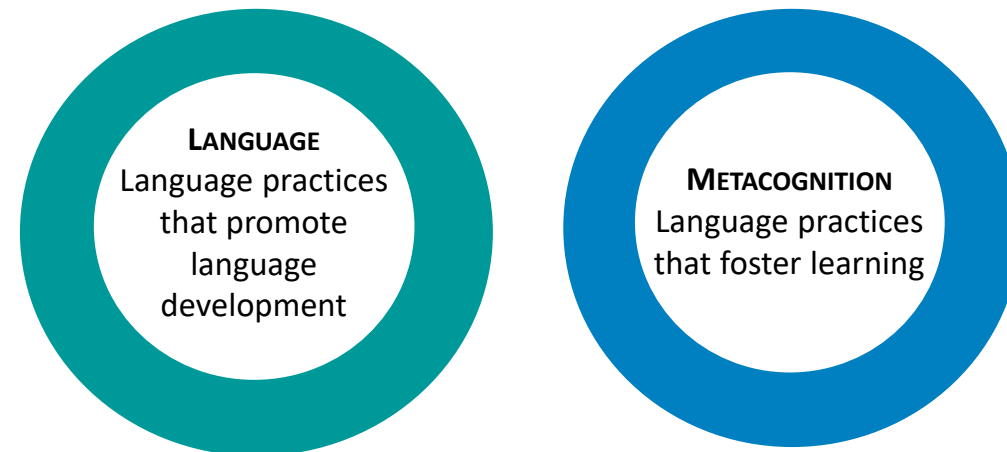
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## Background

- Essential role of children's language skills in their development and academic success (1,2)
- Evidence of links between teachers' language practices and children's language development (3)
- Two distinct areas of research examine teachers' language practices (4,5)



## Objective

The objective of this scoping review is **to examine, map and synthesize the evidence about the relations between teachers' language practices and children's language development and learning** (mathematics and written language).



What is the extent and scope of the existing literature on the role of teachers' language practices in supporting learning (oral language, mathematics and written language)?

## Methods (6)

### 1 Eligibility criteria

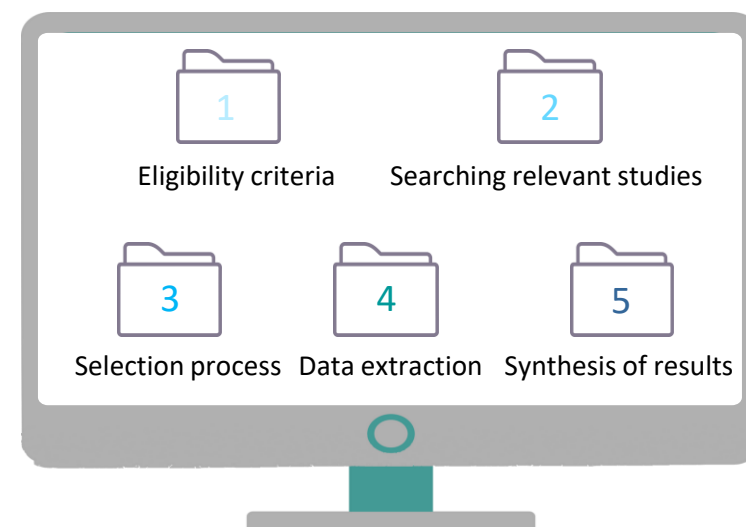
- Defined using the PCC (Population Concept Context)
- P** = preschool and elementary teachers
- C** = teachers' language practices linked to children's learning
- C** = school setting (preschool or elementary)

### 2 Searching relevant studies

- 5 databases : ERIC(Ovid), PsycInfo(Ovid), AMED(Ovid), LLBA(Proquest), Scopus(www.scopus.com)
- Descriptors and free language

### 3 Selection process

- Two independent readers
- Two screening phases
  1. Titles and abstracts
  2. Full-texts
- Resolution of disagreements by a third researcher



### 4

#### Data extraction

- Studies characteristics and design
- Participants' characteristics
- Measures collected from teachers and children
- Main results and limits

### 5

#### Synthesis of results

- Characteristics of the studies included
- Description of the type of language practices that support learning
- Children's outcomes

## References

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