

The role of teachers' metacognitive talk in young children's language development: a pilot study

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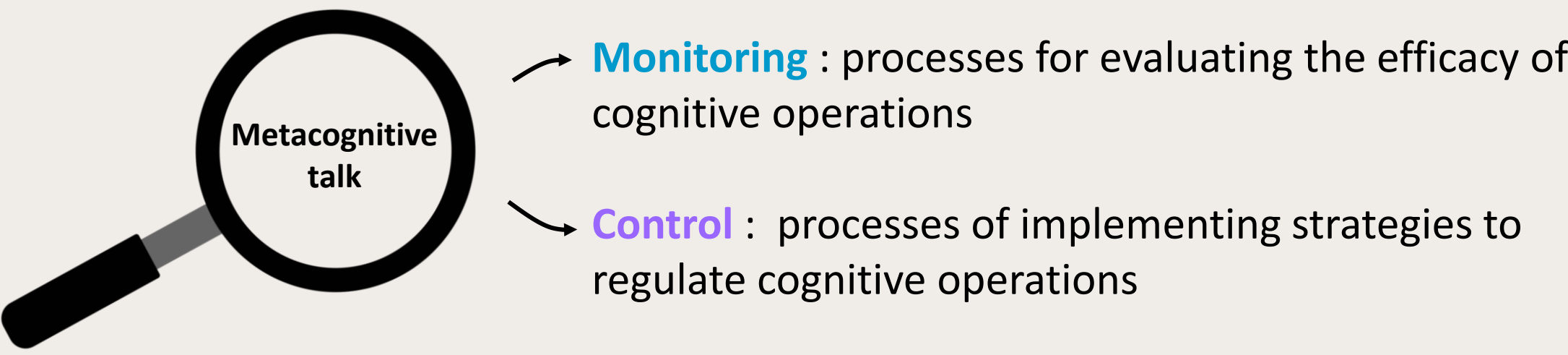
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Background

The role of **linguistic input** in language development and learning is well-established and well-documented ⁽¹⁾

Studies have demonstrated the efficacy of metacognitive talk in fostering reading comprehension, mathematical competence, and memory function. ^(2,3,4)



BUT

- Not explored in **preschool/kindergarten context**
- Not examined in the context of **language development**



What is the relationship between kindergarten teachers' metacognitive talk and the development of their pupils' language skills?

Methods

5 French-speaking kindergarten teachers and 26 children (4-6/teacher)
Measures taken in December 2024 (**T1**) and/or June 2025 (**T2**)



Children	n	Age (months)	Gender	SES	Ravens's Matrices
	26	66,03 (3,92)	15F – 11M	14,92 (2,26)	11,69 (2,85)

T1 : Three contexts for observing teacher-children interactions



Ritual



Book reading



Mathematics activity

Teachers	n	Years of teaching experience	Years of kindergarten experience	Years of education	n children/class
	5	30,4 (3,36)	29,6 (4,03)	15 (0)	19,6 (4,09)

T1 & T2 : Three language measures for children

Gain scores (T2-T1)

Receptive vocabulary

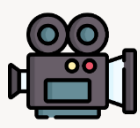
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Inferences

Inferences in narration (ECIR)

Phonological awareness

Rhymes
Initial phoneme
Syllabic inversion



Video recordings in the classroom



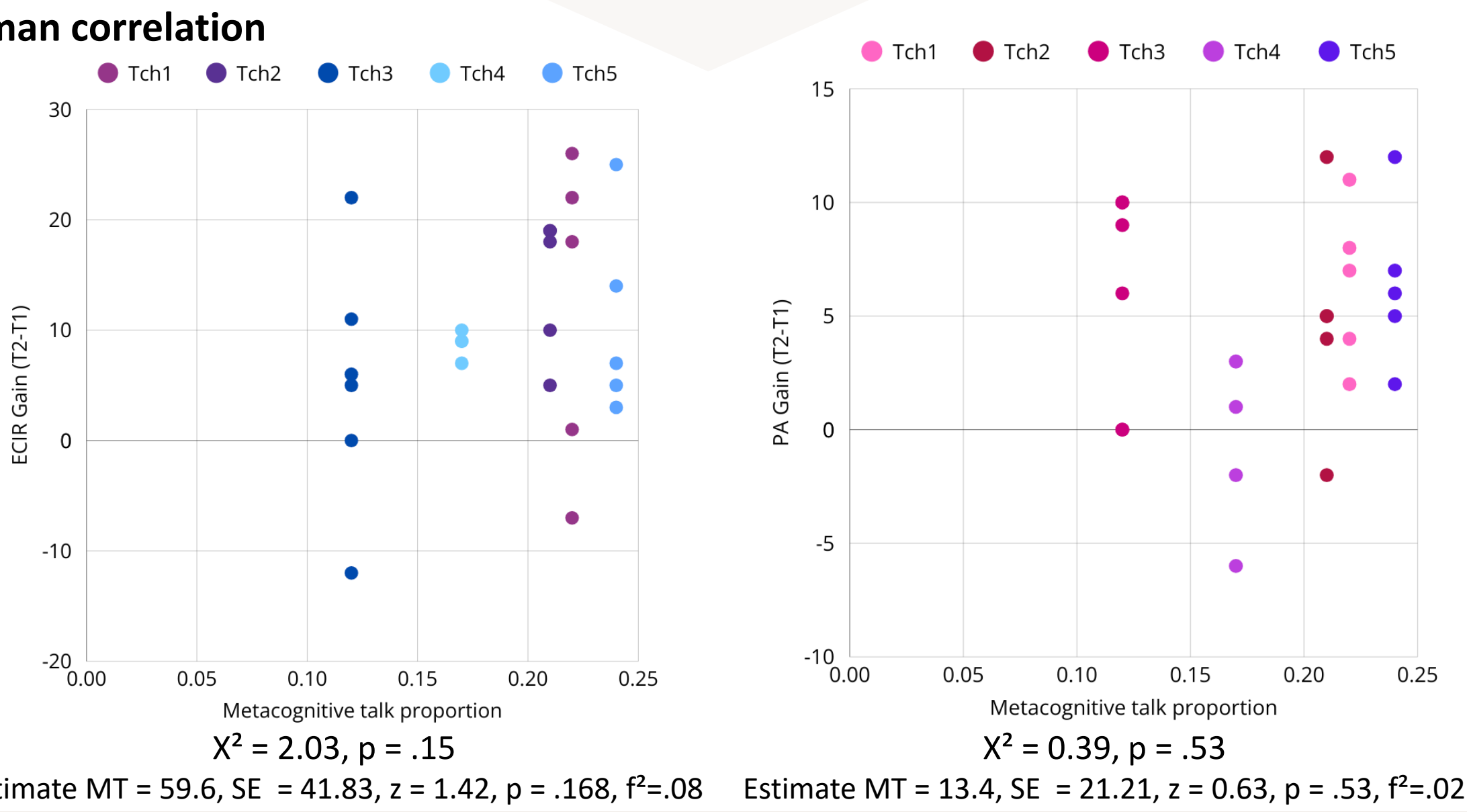
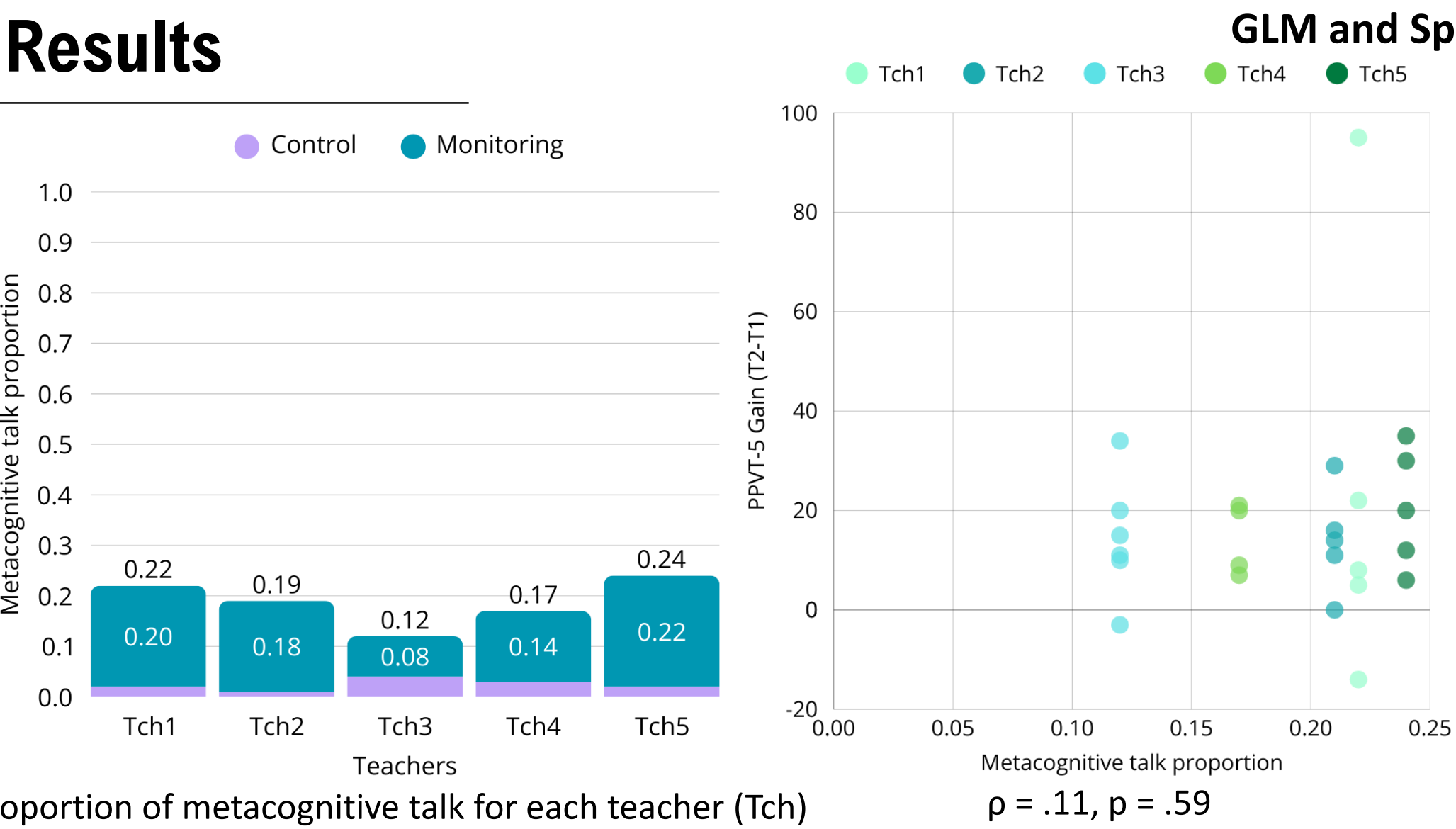
Transcript of the interaction videos



Coding of teachers' metacognitive talk

« Very good ! »
« Are you sure ? »
« Do you remember ? »
« How did you find the answer ? »
« Count to check if it's correct »

Results



Discussion

Teachers' metacognitive talk:

- **Variability** among teachers ⁽³⁾
- **Monitoring** > **Control** // studies on parent-child interactions ⁽²⁾
- **Few** suggestions and questions about **strategies** ⁽³⁾

Link between metacognitive talk and language:

- **No correlation** between metacognitive talk and the progression of language skills
- Positive trend but not statistically significant

Several limitations

- Small sample size
- Hierarchical data not taken into account
- Negative gains (T2-T1)
- **Methodological issues**



Perspectives



- Conduct the study with a **larger sample**
- Redefine the **activities** and **observation contexts**
- Explore the **factors** influencing the adoption of supportive language:
 - Teachers' objectives, representations, knowledge, classroom climate, children's profiles
 - Related to variability ?
- Appropriate and **robust statistical analyses**

RÉFÉRENCES

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