Child Language Symposium - July 6th-7th, London

Teacher Language Practices And Children Outcomes:

A Scoping Review

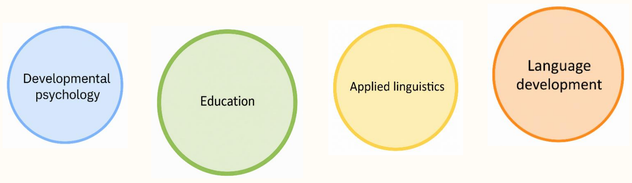
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Background

- Teacher language practices is a powerful driver of children's oral language development and learning (1,2)
- Research show relations between teachers' language practices and children's language development (1), academic learning (3,4), metacognitive abilities (5)
- Different fields of research examine teachers' language practices:



What teacher language practices have been studied in relation to the development of oral language and/or academic learning from preschool to elementary grades?

Methods (6,7) JBI

Scan for the protocol

Protocol
- Registered in OSF (JBI recommendations + PRISMA-ScR)

Eligibility criteria (PCC framework)
- Preschool, kindergarten & primary teachers (P) in classrooms (C)
- Teacher language practices linked to child oral language and/or academic outcomes (C)

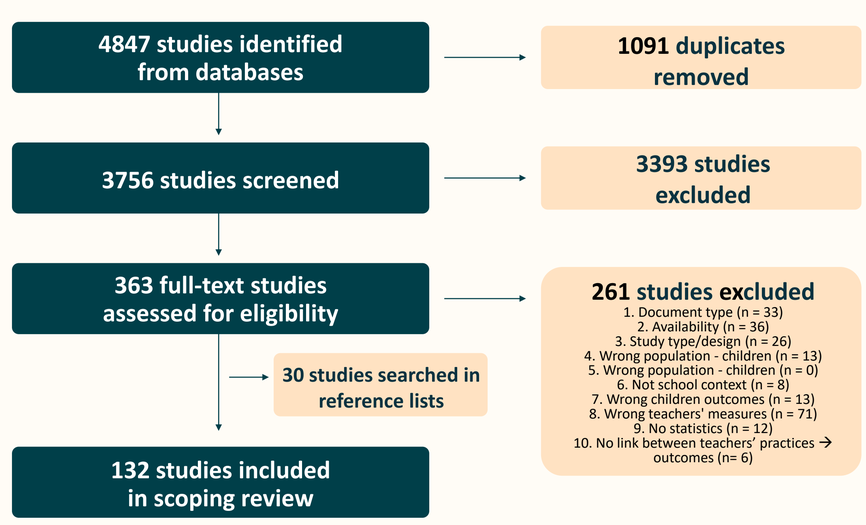
Search strategy
- ERIC, PsycINFO, LLBA, Scopus, Google Scholar
- Reference lists of included studies

Study selection (Covidence)
- Title/abstract + Full-text screening
- 2 reviewers independently

Data charting
- Structured Excel extraction tool
- 3 reviewers

Synthesis
- Narrative summary + Tables, figures & visual displays

Study selection (PRISMA flow chart)



PRELIMINARY REVIEW FINDINGS

1 What are the study aims?

EVIDENCE CORPUS
132 studies

FOUNDATION	ASSOCIATION	INTERVENTION	
define, describe, measure teachers' language practices	*test a relationship between language practices and outcomes*	*evaluate the effect of an intervention on children's outcomes*	
51 studies	23 studies	9 studies	49 studies

2 Which child outcomes are most studied?

More studied → Less studied

Vocabulary (Receptive > expressive) · Morphosyntax/ grammar · Reading · Emergent literacy · Narration · Mathematics · Cognition and metacognition · Inference · Theory of Mind · Science

3 How are language practices operationalised?

In association studies

165 Practice-level scores
One score = one specific language practice

124 Composite scores
One score = multiple language practices

85 Within-family composites
Practices combined from the same practice family

39 Cross-family composites
Practices combined from different practice families

In intervention studies



57 / 58 interventions are multi-component packages

4 What are the main pedagogical functions of interventions?

1	Support vocabulary learning / word knowledge	20/58
2	Support oral language and/or academic learning	19/58
3	Improve teacher–child interaction quality / language environment	11/58
4	Support emergent literacy / literacy-related skills	4/58
5	Support participation, reasoning or higher-level responses	3/58
6	Support reasoning, social understanding	1/58

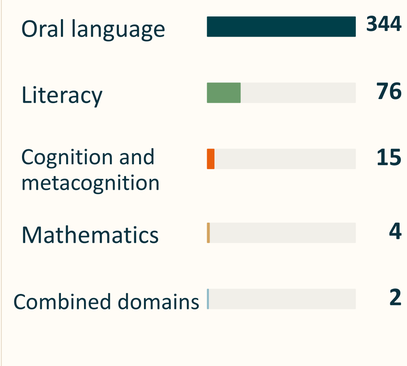
5 What are the key findings?

Association studies: key practice family-outcome findings and reported effect sizes (● ● ● ●)

Language practice family	Vocabulary	Morphosyntax and grammar	Emergent literacy	Reading	Cognition and metacognition	Mathematics
Linguistic properties / form	24.32% ● ●	5.40% ● ● ●	2.70% ●	5.40% ●	1.35% ●	1.35 ●
Cross-family composite score	28.37% ●	6.75% ● ●	10.81% ●	6.75% ●	0%	2.70% ● ●
Responsive and modelling language	10.81% ● ● ●	4.05%	1.35% ●	5.40% ●	0%	1.35% ● ●
Decontextualised / inferential language	14.86% ●	0%	0%	0%	0%	0%
Elicit language	6.75% ● ●	1.35%	0%	1.35%	0%	1.35% ●
Content-specific (math)	0%	0%	0%	0%	0%	5.40%
Cognitive and metacognitive language	0%	0%	0%	2.70%	6.75% ●	2.70% ●

Percentages indicate the proportion of association studies reporting each practice–outcome link, regardless of effect direction.
Effect-size legend: ● Large ● Medium ● Small ● Null / near-zero No dot = effect size not reported or link not studied

Intervention studies: Most frequent child outcomes (outcomes-level)



Intervention studies: Outcome proximity matters (outcomes-level)

Outcome proximity	Large	Medium	Small	Null /near-zero
Proximal / aligned	51	33	39	15
Broader	23	22	54	33
Distal	4	2	4	13

No effect size reported for 148 results.

Proximal / aligned outcomes
= outcomes directly targeted by, or closely aligned with, the intervention
Broader outcomes
= outcomes related to the intervention but not directly targeted, or measured at a broader level
Distal outcomes
= outcomes less directly connected to the intervention or expected to change more indirectly

TAKE-HOME MESSAGE



- Vocabulary dominates; several domains - inference, Theory of Mind, mathematics, science, and cognition/metacognition - remain underexplored.
- Practices are often bundled, making active ingredients difficult to isolate.
- Association evidence clusters around vocabulary-related links.
- Interventions mainly target vocabulary and broad oral language; with less focus on interaction quality, participation, reasoning, and social understanding.
- Effects are clearest for proximal/aligned outcomes.

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SCAN ME !

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