



ellme 2022

I N T E R N A T I O N A L C O N F E R E N C E
FUTURE CHALLENGES IN EARLY LANGUAGE LEARNING & MULTILINGUAL EDUCATION

P R O G R A M M E &
B O O K O F A B S T R A C T S

ellme 2022

INTERNATIONAL CONFERENCE
FUTURE CHALLENGES IN EARLY LANGUAGE
LEARNING & MULTILINGUAL EDUCATION



W E L C O M E

The Organising Committee of the *International Conference “Future Challenges in Early Language Learning and Multilingual Education”* (ELLME2022) is delighted to welcome you to our awaited conference after two-years of virtual meetings.

Granada was originally thought as the biannual REYLL venue for 2021. However due to the unexpected worldwide circumstances lived during 2020 and 2021, we decided to postpone it and to merge the forces of three associations related to early multilingualism: *Multilingual Childhoods SIG* (Early European Childhood Education Research Association), the previous AILA SIG on Early Language Learning (now *ELLRA- Early Language Learning Research Association*) and *ALEXI Network* (Spanish Network on Foreign Language Learning at Preschool). The ELLME (Early Language Learning and Multilingual Education) Conference emerged under the organisational support of the *Department of Languages and Literature Education of the University of Granada (Spain)* with the objective of facilitating a forum of discussion for researchers and practitioners on language learning and multilingual education in the early years (0-12 years olds).

Although mainly thought as an on-site event, we did not want to miss out on the lessons learned from the virtual modality, which is now part of our lives. Thus, we have succeeded in bringing together a group of researchers and practitioners specialised in the conference topics, both in its **virtual mode** (79 individual talk, 3 symposia, 1 workshop and 113 speakers) and in its **face-to-face format** (63 individual talks, 9 symposia, 4 workshops and 125 speakers), which they will share a common experience, thanks to the streaming of the keynote lectures and panels of experts.

It is an honour for us to have the expertise of *plenary speakers* such as **Prof. Ofelia García** (University of New York City), **Prof. Fernando Trujillo** (University of Granada), **Prof. Janet Enever** (University of Umea and King’s College London University) and **Prof. María Luisa Pérez-Cañado** (University of Jaén). As well as the expert discussion of invited speakers at the two experts' panels organised by the two associations, ELLRA and Multilingual Childhoods SIG-EECERA, and chaired respectively by **Dr. Nayr Ibrahim** (Nord University) and **Prof. Mila Schwartz** (Oranim College of Education, Israel).

In the desire to physically gather and chat in a relaxed atmosphere, we have introduced *garden coffees* where we aim to bring together invited speakers and onsite conference participants for informal conversations, as well as an *entertaining social programme* for you to discover and enjoy the city of Granada. We hope you will all take advantage of these well-deserved socialising activities and networking opportunities.

We would like to **thank all the speakers and participants** for their confidence and for making this ELLME Conference happen.

We cannot conclude without a special thanks to the Department of Language and Literature Education, especially to its director Dr. Raúl Ruíz Cecilia, to our University of Granada, to the beautiful **Faculty of Architecture** and its dean's team who have so diligently lent us their spaces in a privileged environment. Of course, special thanks to our sponsors: **Oxford University Press, Santillana-Richmond, Trinity College London, Cambridge University Press, Jolly Phonics**, and **Nubra**, and to our supporters: **British Council, Graó, Comares, and CAAS research group**. A warm thanks to our **volunteer students** whose help is invaluable.

We hope you enjoy this conference. We all deserve it.

Prof. Dr. Beatriz Cortina Pérez (*Chair*)

Languages and Literature Education Department, University of Granada

*Nothing in life is to be feared, it is only to be understood.
Now is the time to understand more, so that we may fear less.*

(Marie Curie)



Organising Committee

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- Dr. Ana Andúgar, *University of Alicante*
- Dr. Ana Otto, *Complutense University of Madrid*
- Dr. Beatriz Cortina Pérez, *University of Granada*
- Dr. Natalia Martínez León, *University of Granada*
- Dr. Raúl Ruíz Cecilia, *University of Granada*
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- Dr Victoria Murphy, *University of Oxford, UK*
- Mr Javier Fernández Molina, *University of Alicante, Spain*
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P R O G R A M M E



ELLME 2022 PROGRAMME (updated 10.06.2022)



ONSITE PROGRAMME (Spanish local time)

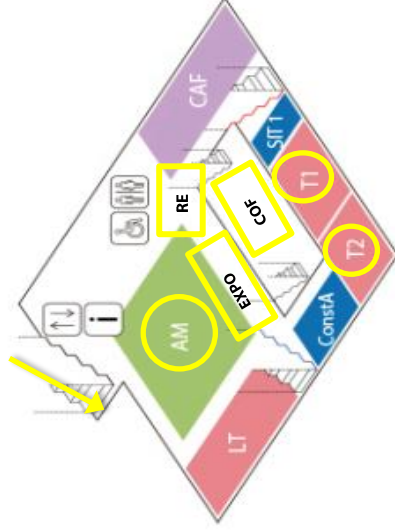
DAY 1 - 22 JUNE	DAY 2 - 23 JUNE	DAY 3 - 24 JUNE
	8:30-10:00 REGISTRATION & ADMIN. ISSUES [Room RE]	8:30-10:00 REGISTRATION & ADMIN. ISSUES [Room RE]
	9:00-10:00 Parallel sessions 2 (60')	9:00-10:00 Parallel sessions 6 (60')
	10:00-10:05 Sessions connection BREAK (5')	10:00-10:05 Sessions connection BREAK (5')
	*10:05 -11:15 Plenary Conference (70') "Children's Rights in the 21st century: lessons from a border context for an axiological perspective on language teaching & teacher education" by Prof. FERNANDO TRUJILLO [Room AM]	*10:05-11:15 Plenary Conference (70') "Looking back to move forward: A research-based wishlist for the future of bilingual education in the early stages" by Prof. MªLUISA PÉREZ CAÑADO [Room AM]
	11:15-11:55 Garden COFFEES (40') [COF]	11:15-11:55 Garden COFFEES (40') [COF]
	11:55-12:55 Parallel sessions 3 (60')	11:55-13:15 Parallel sessions 7 (60')
	12:55-13:00 Sessions connection BREAK (5')	12:55-13:00 Sessions connection BREAK (5')
	13:00-13:45 ELLRA Assembly (45') [Room AM]	13:00-13:45 Multilingual Childhoods SIG Assembly (45') [Room AM]
	13:45 -15:00 LUNCH (60')	13:45 -15:00 LUNCH (60')
15:00-16:00 REGISTRATION [Room RE]	*15:00-16:20 EXPERTS PANNEL: Future challenges in ELLME in Primary Education (6-12), chaired by Dr. NAYR IBRAHIM (80') [Room AM]	*15:00-16:20 EXPERTS PANNEL: Future challenges in ELLME in very early years (0-6), chaired by Prof. MILA SCHWARTZ (80') [Room AM]
*16:00 – 16:30 Official Welcome (30') [Room AM]	16:20-16:40 Coffee BREAK (20') sponsored by Oxford University Press [COF]	16:20-16:40 Coffee BREAK (20') [COF]
*16:30 - 17:45 Plenary Conference (75') "Pluriversal Multilingual Childhoods at Home and School" by Prof. OFELIA GARCÍA [Room AM]	16:40-17:40 Parallel sessions 4 (60')	*16:40 – 17:50 Plenary Conference* (70') "Children in the spotlight – scoping the future for multilingual education policy" by Prof. JANET ENEVER [Room AM]
17:45-18:00 Sessions connection BREAK (15')	17:40-17:45 Sessions connection BREAK (5')	17:50-18:00: Closing & Farewell [Room AM]
18:00-19:00 Parallel sessions 1 (60')	17:45-18:45 Parallel sessions 5 (60')	18:00-18:30 Spanish guitar concert (30') [Room AM]
19:00 - 20:20 WELCOME WINE [Patio]	20:30 GALA DINNER	21:00-23:30 ALHAMBRA NIGHT WALKING TOUR

VITUAL PROGRAMME:

- Streamed sessions from the on-site programme (marked with * above –Spanish local time) + recordings of [symposia](#), [individual papers](#) and [ped-talks](#) and discussion forums available on demand on our virtual platform from 20th-26th June 2022.

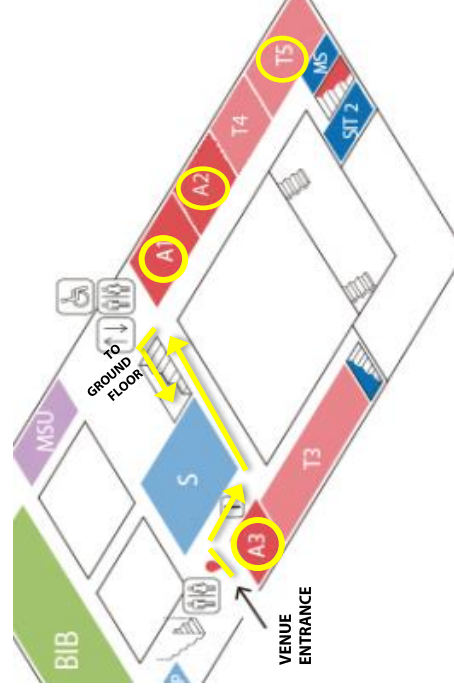
ON-SITE VENUE MAP

**GROUND FLOOR
[SEMISÓTANO]**



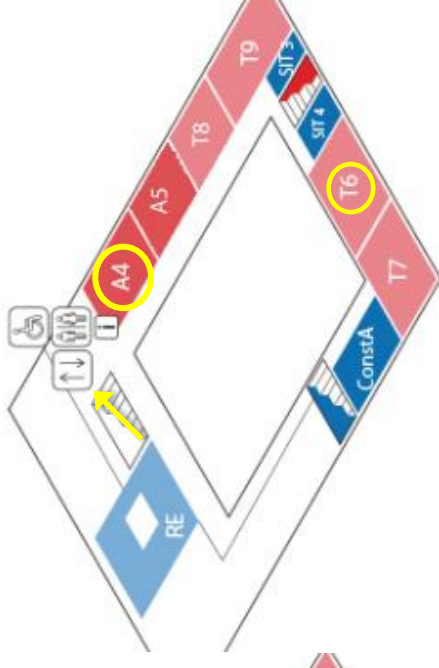
Room AM: Aula Magna
RE: Reception office
EXPO: Sponsors stands
COF: Coffee breaks
Room T1
Room T2

**MAIN FLOOR
[PLANTA BAJA]**



Room A1
Room A2
Room A3
Room T5

**MEZZANINE FLOOR
[ENTREPLANTA]**



Room A4
Room T6

ON-SITE PARALLEL SESSIONS (ONLY AVAILABLE FOR ON-SITE ATTENDEES)

GARDEN COFFEES (40') – 23RD & 24TH JUNE 2022

Thursday, 23 rd June 2022 11:15-11:55	Friday, 24 th June 2022 11:15-11:55
<p>❖ <i>Ofelia García & Ricardo Otheguy</i>, Emerit. Prof. UNYC (NY, USA)</p> <p>❖ <i>Fernando Trujillo</i>, Prof., UGR (Granada, Spain)</p> <p>❖ <i>Mark Levy</i> (British Council, Spain)</p>	<p>❖ <i>Janet Enever</i>, Prof. Emerita, Umeå University (Sweden)</p> <p>❖ <i>Marisa Pérez Cañado</i>, Prof. UJAEN (Spain)</p> <p>❖ <i>Chris Jolly & Sara Wernham</i>, Jolly Phonics</p> <p>❖ <i>Mila Schwartz</i>, Oramin Education College & Multilingual Childhoods Co-Convenor – EECERA (Israel)</p>

ON-SITE PARALLEL SESSIONS (ONLY AVAILABLE FOR ON-SITE PARTICIPANTS)

PARALLEL SESSION 1 (60') - 22nd June 2022

ROOM	AULA MAGNA	A1	A2	A4	T5
THEME	<i>Early language teaching and learning</i>	<i>Classroom practices in bilingual/multilingual education</i>	<i>Early bilingual/multilingual education</i>	<i>Language policies for early years</i>	
CHAIR PERSON	Beatriz Cortina Pérez	Raúl Ruiz Cecilia	Dimitrenka G. Nikleva	Claudine Kirsch	CAMBRIDGE
18:00-18:20		The "Language train" model for developing awareness of linguistic and cultural diversity at an early age (Silva Bratoz, Anita Sila)	Alumnado de Grado de Educación Primaria: Enseñanza y aprendizaje de la literatura infantil y juvenil en lengua extranjera (Concepción Porras Pérez)		
18:20-18:40	Symposium title: Rethinking the four Cs for preprimary education (Beatriz Cortina Pérez, Ana Otto, Louisa Mortimore, Ana Andúgar, Ana Isabel García Abellán)	Engaging teachers with multilingualism in pre-service teacher education: DLCs as a visual and artefactual approach (Nayr Ibrahim)	Uso de la lengua materna en edades tempranas y en contextos multilingües (Ana M. Rico-Martín, M. Ángeles Jiménez Jiménez)	Symposium title: Implementing multilingual practices in ECE in Germany, Italy and Luxembourg (Claudine Kirsch, Maria J. Hammel, Verona Platzgummer)	WORKSHOP sponsored by CAMBRIDGE: Making an early start: Developing life competencies and socialisation skills in the pre-primary classroom (Rachael Jeffries)
18:40-19:00		The Use of Literature for Intercultural Citizenship in English Language Education: A Case Study (Dolores Miralles-Alberola)	Aprendizaje Basado en Proyectos en el aula de inglés del Grado de Educación Infantil: formando a futuros maestros (David Ruiz Hidalgo)		

PARALLEL SESSION 2 (60') - 23rd June 2022

ROOM	AULA MAGNA	T2	T6	A3	T1
	Teacher training on early language education	Early biliteracies and multiliteracies	Multilingual identity and socialization in the early years	Teacher training on early language education	
CHAIR PERSON	Emilee Moore	Ana Isabel García Abellán	María Tabuena	Janice Bland	SANTILLANA-RICHMOND
9:00-9:20		Simultaneous bilingual Spanish and English teaching with adapted Jolly Phonics (Sara Rendón Romero, Christopher Jolly, Macarena Navarro Pablo)		Teacher education and teaching practice in early language education, 6–12 (Janice Bland)	
9:20-9:40	Symposium title: Plurilingual teacher education towards collaboration towards transformation (Claudia Vallejo, Júlia Llompарт, Melinda Dooly, Emilee Moore, Dolors Masats)	"My name is L, I, E, K, E" - A case study of a young child's meaning-making in multiliteracy events (Valérie Kemp)	In-between' two educational settings. Experiences of bilingual children attending Polish supplementary schools in Ireland in the light of translanguaging pedagogy (Agnieszka Pedrak)	Overcoming Challenges in Teaching Foreign Languages in Primary Schools in France: The Case of Teacher Training (Jill Kay Partridge Salomon)	WORKSHOP sponsored by SANTILLANA-RICHMOND: Bounce into learning! (Raquel Macarrón)
9:40-10:00		Multilingualism from a perspective of a speech-language pathologist and a parent (Gabriela Smeckova)	The Babies Are Bilingual (Reka Barton, Verónica Gonzalez)	The LExEI project: analysing Spanish teacher education programmes and teachers voices for introducing a foreign language at Pre-Primary Education (Ana Andúgar, Silvia Corral Robles & Beatriz Cortina-Pérez)	

PARALLEL SESSION 3 (60') - 23rd June 2022

ROOM	AULA MAGNA	T2	T6	A3	T1
THEMATIC PANNEL	Language policies for early years	Materials design and development in early language education	Early biliteracies and multiliteracies	Teacher training on early language education	Classroom practices in bilingual/multilingual education
CHAIR PERSON	Mila Schwartz	Ángela Álvarez-Cofiño	Ana María Rico Martín	Ana Andúgar	Teresa Fleta
11:55-12:15		Mánáid-tv/children's tv: Language performance in indigenous language vitalization and strengthening (Carola Babette Kleemann, Edit Bugge)	Actitudes y hábitos de la familia hacia el aprendizaje del inglés y su lectura en los hijos (María-José Molina-García, Silvia Corral-Robles, Ana M. Rico-Martín, Ligia Isabel Estrada-Vidal)	Analysis of the teaching of foreign languages in Andalusian Universities (María del Carmen Ramos Ordóñez, Sara Rendón Romero)	It's Storytime!! Unpacking Pre-Service English Language Instructors' Storybook Read Aloud Attempts (Melike Ünal Gezer)
12:15-12:35	Symposium title: Language education policies in early childhood education and early childhood teacher education institutions (Hanna Ragnarsdóttir, Gunhild T. Alstad, Anja Pesch, Mila Schwartz, Nurit Kaplan Toren, Orit Dror)	Audiobooks as Resources for Language Teaching (María Isabel Orega, Rosana Durão, Teresa Sequeira)	Perfil familiar para la promoción de la lectura en lengua inglesa en un contexto multicultural (Ligia Isabel Estrada-Vidal, Ana M. Rico-Martín, Silvia Corral-Robles, María-José Molina-García)	Teacher training and linguistic policies in the Comunidad Valenciana (María Tabuena Cuevas, Javier Fernández Molina)	The benefits of the picture book to introduce mathematics curriculum content in preschool (Mercedes Pérez)
12:35-12:55		Oxford University Press (OUP) materials showcase (Alicia Morillo, Miguel Acevedo)	Efectos del lenguaje oral en el proceso de aprendizaje del inglés en las primeras edades (Raúl Gutiérrez Fresneda, Montserrat Planelles Iváñez)	Challenges of primary school teacher training in language education - Experiences of out-of-field Mandarin teaching in New Zealand (Christine Biebricher)	Benefits of introducing digital storytelling to improve English Grammar Skills (Mercedes Pérez)

PARALLEL SESSION 4 (60') - 23rd June 2022

ROOM	AULA MAGNA	A1	A2	A4	T5
THEMATIC PANNEL	Multilingual identity and socialization in the early years	Classroom practices in bilingual/multilingual education	Language policies for early years	Early bilingual/multilingual education	
CHAIR PERSON	Julie Waddington	Natalia Martínez León	Stef Barozzi	Ana Otto	OXFORD UNIVERSITY PRESS
16:40-17:00		Socio-cognitive development and its impact on attitudes and motivation towards learning French in primary school (Florence Myles)	Attitudes towards multilingual education in Valecian Primary School Settings (Gema Gayete)	Challenges of using Project Based Learning in early CLIL (Víctor Pavón, Rosa Sánchez)	
17:00-17:20	Symposium title: A funds of knowledge and identity approach to early language education (Julie Waddington, Helen Hedges, Sabine Little, Dario Banegas)	The potential of collaboration among young learners: Insights into oral interactions during writing tasks (María Angeles Hidalgo)	(Cross-)linguistic development in Early Years immersion: The case of Greece (Faidra Faitaki)	Flipped CLIL: a possible solution to cater for diversity in the bilingual class (Pedro Díaz-Santos)	WORKSHOP sponsored by OXFORD UNIVERSITY PRESS: Designing "learning situations" to nurture English with very young learners (Ángela Álvarez-Cofiño)
17:20-17:40		Perception towards the effectiveness of synthetic phonics by actual pre-primary and primary in-service teachers in Alicante. A mixed-methods research (Javier Fernández Molina, María Tabuenca Cuevas)	Early foreign language teaching in Germany: Recent political and curricular developments (Jutta Rymarczyk, Margit Hempel)	Young multilingual pragmatics. A focus on requests in CLIL and L3 settings (Pilar Safont)	

PARALLEL SESSION 5 (60') - 23rd June 2022

ROOM	A1	A2	A4	T5
	AULA MAGNA			
	Early bilingual/multilingual education	Materials design and development in early language education	Early bilingual/multilingual education	
CHAIR PERSON	Ana Andúgar	Sandie Mourao	Víctor Pavón	WORKSHOP sponsored by JOLLY PHONICS
17:45-18:05	Pedagogical Translanguaging: What Is It and How to Implement It. A Teacher Training Resource. (Andrea Perales, Izaskun Molás Olalde)	Storytelling and robotics in E.A.L. Italian context- Retelling the Gruffalo through a robot called Ozobot (Roberta Contin)	The Impact of Choice on Foreign Language Teaching and Learning (Victoria Hortelano)	
18:05-18:25	Symposium title: Innovative approaches for pre-primary CLIL (Ana Andúgar Soto, Ana Pino, Silvia Corral, Ma Dolores Ramírez, Ángela Álvarez-Cofiño)	Assessing the effectiveness of DST (Digital Storytelling) for English vocabulary acquisition and listening comprehension in Primary Education (Cristina Gómez Martínez)	The transition to bilingual education: the experience of a primary science classroom (Louisa Mortimore)	WORKSHOP sponsored by JOLLY PHONICS: New developments, teaching ideas, and how to get the most from Jolly Phonics (Chris Jolly, Coral George & Yoana Gurriz Munoz)
18:25-18:45	Implementing pedagogical translanguaging in pre-service teachers' training through material design (Andrea Perales, María Orcasitas-Vicandi)	Using theatre to improve English as an Additional Language learners' communication skills (Faidra Faitaki)	Language input and output in bilingual children with Autism Spectrum Disorder: What can we learn about language acquisition mechanisms (Natalia Meir)	

PARALLEL SESSION 6 (60') - 24th June 2022

ROOM	AULA MAGNA	A3	T6	T1
	Teacher training on early language education	Multilingual identity and socialization in the early years	Early bilingual/multilingual education	Early language teaching and learning
CHAIR PERSON	Nayr Ibrahim	Mila Schwartz	Silvia Corral	Thomai Alexiou
9:00-9:20		Spanish-Russian simultaneous bilinguals: challenges and approaches concerning heritage language acquisition by pre-school children (Medina Buneeva)	A multidimensional approach in teaching Italian as second language (Matteo Greco)	
9:20-9:40	Symposium title: Picturebooks, intercultural citizenship and reflective practices: a professional development project (Nayr Ibrahim, David Valente, Sandie Mourão)	"You don't know how to say 'cow' in Polish!" – Meanings of languages within interaction in the kindergarten (Marie Rickert)	Developing children's Maltese language proficiency in a multilingual Early Education setting (Anna Paris)	Symposium title: Introducing English in pre-primary education: The case of Greece and the EAN project (Thomai Alexiou, Efthymia Penderi, Marianti Serafeim)
9:40-10:00		"I am half german and half brazilian": children's perspectives on learning Portuguese as an heritage language in a non-formal context and its relationship with linguistic identity (Juliane Wätzold)	The language conversation in kindergarten: Getting to know how multilingual children use their languages (Kari Bratland)	

PARALLEL SESSION 7 (60') - 24th June 2022

ROOM	AULA MAGNA	A3	T6	T1	T2
	Early bilingual/multilingual education	Teacher education	Materials design and development in early language education	Early bilingual/multilingual education	Materials design and development in early language education
CHAIR PERSON	Ana Otto	Gunhild T. Alstat	Vera Savic	Heather Hilton	David Valente
11:55-12:15		English in Inclusive Multilingual Preschools: Researching the Potential of a Teacher Education Model for In-Service Teachers (Kirsten Birsak de Jersey)	Use of Literary Resources for Teaching Speaking Skills at the Primary School Level (Marija Mijušković)	Lexical learning at the transition to Middle School (Heather Hilton)	A content analysis of a gender-inclusive tale for English-language teaching at primary school level (Verónica Paula Recchioni, Stef Barozzi, Slava López, Silvia Corral-Robles)
12:15-12:35	Symposium title: Mapping Pre-Primary CLIL Internationally (Ana Otto, Beatriz Cortina-Pérez, Darío Banegas, Pilar Couto, Natalia Martínez León)	Developing a collaborative approach to EFL in early childhood teacher education (Julie Waddington, Alexandra Bos Sole)	Teaching pronunciation to young learners in an ELF context: An analysis of pronunciation activities in English coursebooks for the primary school (Paola-Maria Caleffi)	Measuring early vocabulary learning through Pic-lex (Thomal Alexiou)	Early Language Learning and the use of Multimedia resources a way of promoting gender equality (Manuel Jesús Cardoso-Pulido, Leopoldo Medina Sánchez)
12:35-12:55		How to build a community of practice - Peer learning in early foreign language teacher education (Annika Kolb, Kirsten Birsak de Jersey, Anna-Lena Brown)	Designing Foreign language materials for young learners and their teachers in France (Anne-Marie Voise)	Subject-specific vocabulary recall and use: Exploring L2 learning outcomes and opportunities in a primary education CLIL program in Catalonia (Alexandra Vraciu, Anna Marsol)	Tired of sleeping beauties? An adaptation of a gender-inclusive tale for EFL primary school children (Stef Barozzi, Verónica Paula Recchioni)

VIRTUAL TALKS (AVAILABLE FOR BOTH ON-SITE AND VIRTUAL PARTICIPANTS FROM 20th-26th June 2022)

VIRTUAL SPONSORED WORKSHOP

TITLE	SPEAKER/S
Communicative Activities for Trinity Stars (TRINITY COLLEGE LONDON)	Lola Reeves Garay-Abad

VIRTUAL SYMPOSIA

TITLE	SPEAKER/S
Diverse stories for diverse readers	Begoña Lasa-Álvarez (Chair), Pilar Couto-Cantero, María Bobadilla-Pérez, Noelia M ^a Galán-Rodríguez
Exploring pre-primary student teachers' mindset about CLIL	Isabel Alonso-Belmonte (Chair), Lidia Mañoso-Pacheco, María Fernández-Agüero, Laura Torres-Zúñiga
Using Verbal Interactive Data for Researching Child Second Language Acquisition	Yuko Goto Butler (Chair), Becky H. Huang, Peter Sayer

VIRTUAL INDIVIDUAL PAPERS & PED-TALKS

Strand: Classroom practices in bilingual/multilingual education

TITLE	SPEAKER/S
Aprendizaje del idioma inglés en niños de 5 a 6 años del nivel preescolar en México	Slava López
Awakening to languages at pre-school services. A case study conducted in Venice.	Valeria Tonioli
Creating New Pedagogical Possibilities Through Translanguaging in a Heritage Language Classroom	Soon Young Jang
Heritage languages in the Irish primary school context: an investigation into teachers' attitude and pedagogical practice in the area of support for first language maintenance in bilingual pupils	Suzanne McCarthy
Innovation and digital technology to face the challenges of a multicultural under-performance school.	María Elena Augusto Fernández
Nueva Trova Music: Developing Critical Consciousness in Childhood	Jorge Figueroa, Victor Lozada
PJ Mask in English classrooms: using super-hero children television to teach English for Spanish/ Catalan children in Barcelona	Diego Luiz Albuquerque

Reinforcing Language Skills for our Youngest Learners	Sabina Borthwick
Sustaining Culture and Language through Music: Latin American Culture in U.S. Schools	Kay Piña, Victor Lozada
Teachers' assessments of their plurilingual students' language resources	Elisabeth Nilsson
Teaching for Global Competences through Biographies in Primary School using English as an Additional Language	Davide Capperucci, Iaria Salvadori
Teaching in multilingual classrooms in Greece: identifying the gaps between teachers' perceptions and practices in Reception Classes.	Foteini Lytrivi, Maria Papadopoulou
The use of inclusive language in the bilingual Spanish-English classroom	Silvia Marijuan, Scott Ferree
Translanguaging Strategies in Superdiverse Mainstream Norwegian ECEC: Opportunities for Home Language Support	Elena Tkachenko
The influence of the frame of reference and classroom learning context on pre-service teachers' attitudes as regards EFL teaching and learning	M ^a Paz Azparren Legarre, Nekane Celayeta Gil
Early English Language Learning and Teaching in Cyprus: The Use of Language Portrait Technique	Sviatlana Karpava, Elena kaourani
Gesture as a learning carrier in the foreign language classroom: Towards an embodied learning.	Tilia Gamba Kresh
Kindergarten Teacher Assistants' Perceptions of Multilingualism: The Case of Nof HaGail	Nurit Toren- Kaplan, Orit Dror, Milla Swartz
Strand: <i>Early bilingual/multilingual education</i>	
TITLE	SPEAKER/S
A Standard Quality Assessment Instrument for CLIL and STEM Primary Education Syllabus Design	Maria Puertas-Ramirez
Bilingual children's language interplay through the analysis of codeswitching	Tamara Gómez Carrero, Raquel Fernández Fuertes
Bilingual Education in Preschool: Challenges and Criteria for CLIL Implementation with Very Young Learners	Sara Cancela-Pose, María Bobadilla-Pérez
Educating for global citizenship and positive peace through the awakening to languages approach: a case study with children in institutional care	Vera Silva, Mónica Lourenço
Language Output and Bilingual Children's Heritage Language Learning	He Sun
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Strand: Early biliteracies and multiliteracies

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Importance of Pre-school Education for Roma Bilingual Children from Socially Disadvantaged Environment in Slovakia	Petra Hitkova, Zlatica Jursova Zacharova
Teachers' perceptions of foreign language literacy	Mateja Dagarin Fojkar, Katarzyna Brzosko-Barratt
The correlation between reading fluency and external factors of Grade 6 students in EFL	Tina Rozmanič, Karmen Pižorn
English-Spanish bilingual acquisition of English monotransitives in the active and passive voice from birth	Silvia Sánchez-Calderón, Raquel Fernández Fuertes

Strand: Early language teaching and learning

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Written corrective feedback and motivation among primary school learners working collaboratively	Ruth Milla Melero, María del Pilar García Mayo
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TITLE

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The plurilingual and pluricultural competence: Examining the Spanish National curriculum for Primary Education	María Daniela Cifone Ponte

Strand: Materials design and development in early language education

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Utilizing "My Language Color Wheel" as a multimodal and plurilingual approach to Navigate Students' Linguistic Repertoire and Language Exposure	Jonevee Amparo
Spaces for Teacher Agency in the Mother Tongue-Based Multilingual Education Implementation in the Philippines	Jonevee Amparo

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Strand: Multimedia and multimodality for multilingual education

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Storytelling with Young EFL Learners: Beyond Linguistic Instrumentality	Pedro Antonio Férrez Mora, Yvette Coyle Black
Student teachers on supporting parental involvement in children's foreign language learning	José Luis Estrada-Chichón

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K E Y N O T E S
C O N F E R E N C E S





Keynote Conference

Multilingual Childhoods at Home and School

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Based on my personal experiences with my own young grandchildren growing up in bilingual homes, as well as my fifty years' professional experience educating children bilingually in New York City schools, I reflect on how the children's languaging is differently performed and perceived at home and at school. Looking closely at the children's own language production, I consider what educators might do to open spaces in language classrooms to enable children to leverage their own repertoire and develop it, in ways that they do at home. I start with showing two video clips of a 3-year-old and a 4-year-old growing up bilingually at home. After explaining the language allocation policy in one bilingual school, I then describe two school scenes where teachers are opening up translanguaging spaces that are expanding the children's repertoire. I focus on two teacher-led projects — one in a kindergarten class with 5-year-olds, and one in a fifth-grade class with 10-year-olds. I end by reviewing principles to leverage the children's own translanguaging to extend their repertoire.

Ofelia García is Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at the Graduate Center of the City University of New York. She has also been Professor at Columbia University's Teachers College and The City College of New York, and Dean of the School of Education at the Brooklyn Campus of Long Island University. García has published widely in the areas of language education, bilingualism and bilingual education, sociology of language, and language policy. Among her best-known books are Bilingual Education in the 21st Century: A Global Perspective; and Translanguaging; Language, Bilingualism and Education (with Li Wei), which received the 2015 British Association of Applied Linguistics Award. The American Educational Research Association has awarded her the Lifetime Achievement Award, Division G, Distinguished Contributions to Social Contexts in Education Research (2019-2020), the Second Language Acquisition SIG Leadership through Research Award (2020), and the Bilingual Education SIG Lifetime Career Award (2017). In 2017 she received the Charles Ferguson Award in Applied Linguistics. In 2016 she was awarded an Honorary Doctorate of Humane Letters from Bank Street Graduate School of Education. She is a member of the National Academy of Education. She has also been the General Editor of the International Journal of the Sociology of Language and the co-editor of Language Policy (with H. Kelly-Holmes). Her curriculum vitae and other information could be found in her website, www.ofeliagarcia.org.



Keynote Conference

Children's Rights in the 21st century: lessons from a border context for an axiological perspective on language teaching & teacher education

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Learning new languages may not be an option. Migration is not just moving across borders but also crossing languages and cultures. These languages and cultures are, then, incorporated, in different degrees, to our translanguaging skill, adding layers to our plurilingual competence. Thus, border contexts represent a powerful scenario for language research and educational praxis. The dilemmas speakers and teachers face in those situations may illuminate some key issues in language learning and teaching agenda which are relevant for early language learning and multilingual education: among others, identity and community, motivation and investment, learning and acquisition, formal and informal learning. So, teaching a language is not just a technical affair but an axiological engagement with children's rights. The question is how to work for children's linguistic and cultural rights considering not just the teachers' capacities but a societal approach in which the necessary resources are allocated to turn learning possibilities into realities.

My name is Fernando Trujillo Sáez. I have a PhD in English Philology and I am a university lecturer in the Department of Language and Literature Didactics. I teach at the Faculty of Education, Economics and Technology of Ceuta (University of Granada). I was Vice-Dean of Research and International Relations at this faculty from 2000 to 2008. In 2017 I received the I University of Granada-Caja Rural de Granada Award for Communication and Innovation in Digital Media (2016 Edition). I currently co-direct the Master in Health Promotion and Community Health, run by the Andalusian School of Public Health and the University of Granada, and I teach in the Master in Educational Innovation at the University Carlos III of Madrid and the Master in Facilitation of Learning and Innovation at the University of Mondragon and TeamLabs; in the linguistic field, I teach in the Master in Teaching Spanish as a Foreign Language and the Master in Bilingual Teaching, both at the University Pablo de Olavide. I am currently participating, among other projects, in the European Commission's Joint Research Centre's research project "COVID and Education 2020-21". My latest book is entitled "Learning and teaching in times of lockdown" and has been published in September 2020 by Los libros de la catarata. The "Global Competence Framework for Learning and Education in the Digital Age" (2020), which I coordinated for the ProFuturo Foundation, has been translated into English, French and Portuguese and is used in the 40 countries where the Foundation operates. In the media, I have collaborated with Radio Algeciras (Cadena Ser), The Conversation and El Diario de la Educación. I lead the research group HUM-840 "Open Knowledge for Social Action" at the University of Granada and I am a founding partner and scientific advisor of Conecta13, a spin-off of the University of Granada dedicated to consultancy on education, professional development and ICT.



Keynote Conference

Looking back to move forward: A research-based wishlist for the future of bilingual education at early stages

Prof. M^a Luisa Pérez Cañado
University of Jaén
mlperez@ujaen.es

At a time when Content and Language Integrated Learning (CLIL) is rife with tensions and negative connotations in many of the places where it originated, this talk will strive to provide an updated, research-based perspective of what's hot and what's not on the current CLIL research agenda, with a special emphasis on the early years and Primary Education. It will cast a glance back at the origins of bilingual education in the European continent in order to track the progress that has been made, determine where we currently stand, and map out future pathways for progression in the CLIL arena. A historical, empirically-driven overview of key issues affecting bilingual education will be offered in order to determine whether dwelling exclusively on the problematic side of CLIL is warranted or whether, on the contrary, a possibilistic outlook should be harbored on the current state of bilingual education for younger learners. Aspects such as diversity and inclusion, teacher training, the connection to EMI, the pluriliteracies approach, the nature of CLIL research, or the establishment of quality assurance frameworks will all be canvassed. The issues that should truly inform current debates on bilingual education will be made salient through a research-based wishlist that will hopefully allow the future of bilingual education to stay on track and advance unfettered into the next decade.

Dr. María Luisa Pérez Cañado is Full Professor at the Department of English Philology of the University of Jaén, Spain, where she is also Rector's Delegate for European Universities and Language Policy. Her research interests are in Applied Linguistics, bilingual education, and new technologies in language teaching. Her work has appeared in over 120 scholarly journals and edited volumes published by Elsevier, Peter Lang, Cambridge University Press, Multilingual Matters, Wiley-Blackwell, Routledge, DeGruyter, or Springer, among others. She is also author or editor of 15 books on the interface of second language acquisition and second language teaching, and editor or member of the editorial board of 18 international journals. María Luisa has given more than 150 lectures and talks in Belgium, Poland, Germany, Portugal, Ireland, England, Mexico, Brazil, Peru, China, The United States, and all over Spain. She is currently coordinating the first intercollegiate MA degree on bilingual education and CLIL in Spain, as well as four European, national, and regional projects on attention to diversity in CLIL. She has also been granted the Ben Massey Award for the quality of her scholarly contributions regarding issues that make a difference in higher education



Keynote Conference

Children in the spotlight – scoping the future for multilingual education policy

Prof. Janet Enever
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In this presentation I aim to look back at the shaping of European primary and pre-primary language policies during the 21st century and consider how these experiences might shape future policy developments in the many contexts where we are increasingly experiencing a heightened awareness of multilingualism. Future gazing in the field of languages and politics is notoriously a risky venture – at the start of 2022 few would have anticipated the need for primary teachers in Poland to rapidly become familiar with Ukrainian as the war has caused huge populations shifts with people fleeing for their lives. The ramifications of such tragedy will have unimagined consequences for the future of Europe and calls for stronger multilingual policies in education are already escalating. In this presentation I will draw on recent theoretical perspectives (Heugh 2021, Spolsky 2021, van Avemaet 2018). To consider how they might provide some guidance on ways forward at policy level, dipping into classroom evidence to review their potential for contributing to establishing an inclusive and sustainable learning context for all young children.

Janet Enever is professor emerita Umeå University, Sweden and has taught at universities in the UK, Poland, Hungary and Sweden. She has also advised on the development of primary languages policy for countries in Europe, Asia and Latin America. Her research interests include primary foreign language learning, language teacher education and the politics of language policy. She directed the ELLiE study (Early Language Learning in Europe) (2007–10). Recent publications include Policy and Politics in global primary English (2018) and Looking beyond the local: Equity as a global concern in Early Language Learning (2019). In 2015 she established the AILA Research Network in early language learning (ELL-ReN). She co-edits the Multilingual Matters book series ‘Early Language Learning in School Contexts’ and the journal Language Teaching for Young Learners

E X P E R T S '
 P A N E L





Experts' Panel

Future challenges in Language Learning and Multilingual Education at Pre-Primary Education

CHAIR: Dr. Mila **Schwartz** (*Oranim Academic College of Education, Israel*) milasch@bgu.ac.il
 Dr. Thomai **Alexiou** (*Aristotle University of Thessaloniki, Greece*) thalexiou@enl.auth.gr
 Dr. Gunhild T. **Alstad** (*Inland Norway University of Applied Sciences, Norway*) gunhild.alstad@inn.no
 Dr. Teresa **Fleta** (*Universidad Complutense de Madrid*) tfleta@perlaunion.es
 Dr. Julie **Waddington** (*University of Girona, Catalonia*) julie.waddington@udg.edu

During the last decade, the need to conceptualize very early language education as a distinctive research domain has been increasingly unspoken by members of [Multilingual Childhoods SIG](#). The network explores how very early language learning as a rather novel research field interacts with early childhood education and care. In this context, the panel, Future challenges in ELLME in very early years, has five aims:

- (1) to theorize an ecological perspective in early language education as interaction of parent, teacher, and children as agents; (2) to discuss aspects that we need to consider in teachers' preparation and professional development; (3) to explore issues in language education policies in very early years; (4) to address issues in maintenance of endangered languages in preschool education with focus on family, community, and teachers in interaction; (5) to critically analyze current EFL programs worldwide and their challenges.

The panel is intended as an open-interactive activity to discuss the presented targets with all the conference participants.

Mila Schwartz is a Professor in Language and Education in Oranim Academic College of Education (Israel). Her research interests include language policy and models of early bilingual/multilingual education; linguistic, cognitive, and socio-cultural development of early sequential bilinguals; family language policy; and language teachers' pedagogical development.

Dr. Thomai Alexiou is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Greece. Her expertise is in early foreign language learning, SLA pedagogy and material development for young learners. She has also authored textbooks for children learning English as a foreign language. As of 2021, she's the National Academic Leader of EAN project, a funded project for the introduction of EFL in pre-primary schools in Greece.

Dr. Gunhild Tomter Alstad is an associate professor at Inland Norway University of Applied Sciences, Faculty of Education. She holds a PhD in linguistics from the University of Oslo in 2014. Her research interests involve topics as emergent multilingualism and emergent literacy, teacher beliefs about language, early childhood teacher education and second language/multilingual pedagogies in early childhood education contexts. She is currently working on a research project on language, literacy and multilingualism in early childhood teacher education.

Dr. Teresa Fleta holds a Doctorate in English Filology in the area of Child Language Acquisition (Complutense University, Madrid). She is presently Honorary Collaborator at the Complutense University of Madrid. Her career in teaching English as a Foreign Language (TEFL) spans more than 30 years with experience as researchers, teacher, teacher trainer and author. She does research in the field of early language acquisition and children's literature. She has published widely in the field of child language acquisition, TEFL, children's literature and early childhood education, ranging from teacher resources to scholarly publications.

Dr. Julie Waddington is Lecturer (Professora Serra Húnter) in Language and Literature Education at the University of Girona. Her work focuses on foreign language teaching in childhood education, the role of children's literature in promoting holistic language learning, and questions related to learner and teacher identity. She has published on language education in journals such as Language, Culture and Curriculum; System; ELT Journal; and European Early Childhood Education Research Journal; and on applications of the funds of knowledge approach in Psicologia em Pesquisa.





Experts' Panel

Future challenges in Language Learning and Multilingual Education at Primary Education

CHAIR: Dr. Nays **Ibrahim** (Nord University, Norway) nayr_ibrahim@hotmail.com
 Prof. Dr. M^a del Pilar **García Mayo** (University of the Basque Country, Spain) mariapilar.garciamayo@ehu.eus
 Dr. Vera **Savić** (University of Kragujevac, Serbia) verasavic035@gmail.com
 Dr. Sandie **Mourão** (Nova University, Portugal) sjmourao@gmail.com
 Professor Emerita Janet **Enever**, (Umeå University, Sweden) eneverj@gmail.com

Teaching English in the primary years (6-12) has become a basic skill across many learning contexts. This interest in early language learning and teaching has been accompanied by the need to decouple ELL from adult-focused perspectives, the determination of young learner experts in developing theoretical and practice-based age-appropriate pedagogies and a desire to better understand the ever evolving complexities of ELL contexts. This panel will address the successes and challenges of primary English and identify lessons learnt from the last 20-30 years of teaching and researching English in the early years. The invited panellists will focus on the areas of research, teacher education, policy, assessment and broader educational goals and reflect on how this impacts on the future of primary English and the rush to introduce English in pre-school:

Nays Ibrahim is Associate Professor of English Subject Pedagogy at Nord University in Norway. She has over 25 years of experience in English and bilingual education in Portugal, Paris, Cairo, Hong Kong and Norway. Nays holds a PhD in trilingualism, trilliteracy and identity from the University of Reading. Her publications include Teaching Children How to Learn with Gail Ellis, and her research interests are early language learning, bi/multilingualism, multiple literacies, language and identity, learning to learn, children's literature and children's rights.

María del Pilar García Mayo is Full Professor of English Language and Linguistics at the University of the Basque Country. Most of her published work has been on the L2/L3 acquisition of English morphosyntax and the study of conversational interaction in L2 English. She is the director of the Language and Speech research group of the MA in Language Acquisition in Multilingual Settings, <https://laslab.org/>, and the editor of Language Teaching Research. She is a member of the steering committee of the Spanish Research Agency.

Vera Savić (PhD) is Assistant Professor of Applied Linguistics and the Head of Philological Department at the Faculty of Education in Jagodina, University of Kragujevac, Serbia. Vera specialises in teaching English to young learners and pre-service and in-service teacher education and development. She is the co-author, with Joan Kang Shin and Tomohisha Machida, of The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World (2021).

Sandie Mourão (PhD) is a research fellow at Nova University Lisbon, with over 30 years of experience in ELT as a teacher, teacher educator and educational consult. Her main research interests focus on early years language learning, picturebooks in language learning, intercultural awareness, assessment practices and classroom-based research. Her recent publications include, Teaching English to Pre-primary Children (DELTA Publishing, 2020), Early Years Second Language Education: International Perspectives on Theory and Practice (Routledge, 2015).

Janet Enever has worked in primary education and early foreign languages for over 30 years. She holds a doctoral degree from Bristol University, UK in Primary Foreign Languages Policy and has worked at Universities in London, Poland, Hungary and Sweden. She has advised on early language learning policy for ministries across the world. She is the series editor for the Multilingual Matters research series 'Early Language Learning in School Contexts' and co-editor for the journal 'Language Teaching for Young Learners'.

G A R D E N
C O F F E E S





Garden Coffees

Do you have questions that you could not ask during the plenary lectures? Would you like to discuss more directly issues related to the theories put forward by our speakers? Do you want to know what the future plans of our associations are? Take your coffee, come and enjoy your break with keynotes and invited speakers in informal conversation around our gardens during morning coffee breaks.

Thursday, 23rd June 2022 (11:15-11:55)

Ofelia García is Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at the Graduate Center of the City University of New York. She has also been Professor at Columbia University's Teachers College and The City College of New York, and Dean of the School of Education at the Brooklyn Campus of Long Island University. García has published widely in the areas of language education, bilingualism and bilingual education, sociology of language, and language policy. Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; and *Translanguaging; Language, Bilingualism and Education* (with Li Wei), which received the 2015 British Association of Applied Linguistics Award. The American Educational Research Association has awarded her the Lifetime Achievement Award, Division G, Distinguished Contributions to Social Contexts in Education Research (2019-2020), the Second Language Acquisition SIG Leadership through Research Award (2020), and the Bilingual Education SIG Lifetime Career Award (2017). In 2017 she received the Charles Ferguson Award in Applied Linguistics. In 2016 she was awarded an Honorary Doctorate of Humane Letters from Bank Street Graduate School of Education. She is a member of the National Academy of Education. She has also been the General Editor of the *International Journal of the Sociology of Language* and the co-editor of *Language Policy* (with H. Kelly-Holmes). Her curriculum vitae and other information could be found in her website, www.ofeliagarcia.org.

Ricardo Otheguy is Professor Emeritus of Linguistics at the Graduate Center of the City University of New York (CUNY). His theoretical publications have dealt with languages in contact, variationist sociolinguistics, bilingualism in the US and Columbia School analyses. Publications in the area of applied linguistics have dealt with issues related to bilingual education and the teaching of Spanish to Spanish speakers in the USA. Otheguy is the author of the book *Spanish in New York* and of numerous articles and reviews, published in leading journals.

Fernando Trujillo Sáez has a PhD in English Philology and is professor in the Department of Language and Literature Didactics. He teaches at the Faculty of Education, Economics and Technology of Ceuta (University of Granada), where he was Vice-Dean of Research and International Relations at this faculty from 2000 to 2008. In 2017 he received the University of Granada-Caja Rural de Granada Award for Communication and Innovation in Digital Media (2016 Edition). He currently co-directs the Master in Health Promotion and Community Health, run by the Andalusian School of Public Health and the University of Granada, and he teaches in the Master in Educational Innovation at the University Carlos III of Madrid and the Master in Facilitation of Learning and Innovation at the University of Mondragon and TeamLabs; in the linguistic field, he teaches in the Master in Teaching Spanish as a Foreign Language and the Master in Bilingual Teaching, both at the University Pablo de Olavide. He is currently participating, among other projects, in the European Commission's Joint Research Centre's research project "COVID and Education 2020-21". His latest book is entitled "Learning and teaching in times of lockdown" that was published in September 2020 by Los libros de la catarata. The "Global Competence Framework for Learning and Education in the Digital Age" (2020), which he coordinated for the ProFuturo Foundation, has been translated into English, French and Portuguese and is used in the 40 countries where the Foundation operates. He is an expert in plurilingualism and translanguaging pedagogies, thus he has



extensively worked with the educational authorities in training in-service teachers on plurilingualism, innovation and project-based learning. He leads the research group HUM-840 "Open Knowledge for Social Action" at the University of Granada and he is a founding partner and scientific advisor of Conecta13, a spin-off of the University of Granada dedicated to consultancy on education, professional development and ICT.

Mark Levy is Head of English Programmes for the British Council in Spain and is responsible for the British Council's work in support of the teaching and learning of English in Spanish state sector education. He manages the British Council's partnership with the Spanish Ministry of Education and Regional Governments in the national Bilingual Education Programme which has been running since 1996. He represents the British Council at conferences in Spain and beyond and is part of the team working on bilingual and multilingual initiatives in Europe. He was previously an English teacher and a teacher educator, working with Spanish teachers of English across the country for many years. He has lived in Spain for much longer than he originally anticipated!

Friday, 24th June 2022 (11:15-11:55)

Janet Enever has worked in primary education and early foreign languages for over 30 years. She holds a doctoral degree from Bristol University, UK in Primary Foreign Languages Policy and has worked at Universities in London, Poland, Hungary and Sweden. She has advised on early language learning policy for ministries across the world. She is the series editor for the Multilingual Matters research series 'Early Language Learning in School Contexts' and co-editor for the journal 'Language Teaching for Young Learners'.

María Luisa Pérez Cañado is Full Professor at the Department of English Philology of the University of Jaén, Spain, where she is also Rector's Delegate for European Universities and Language Policy. Her research interests are in Applied Linguistics, bilingual education, and new technologies in language teaching. Her work has appeared in over 120 scholarly journals and edited volumes published by Elsevier, Peter Lang, Cambridge University Press, Multilingual Matters, Wiley-Blackwell, Routledge, DeGruyter, or Springer, among others. She is also author or editor of 15 books on the interface of second language acquisition and second language teaching, and editor or member of the editorial board of 18 international journals. María Luisa has given more than 150 lectures and talks in Belgium, Poland, Germany, Portugal, Ireland, England, Mexico, Brazil, Peru, China, The United States, and all over Spain.

Mila Schwartz is a Professor in Language and Education in Oranim Academic College of Education (Israel). Her research interests include language policy and models of early bilingual/multilingual education; linguistic, cognitive, and socio-cultural development of early sequential bilinguals; family language policy; and language teachers' pedagogical development.

Christopher Jolly is Managing Director of Jolly Learning Ltd, the publisher of Jolly Phonics and Jolly Grammar. He was a teacher for two years in Malaysia, followed by a first career in consumer marketing. He founded his publishing company in 1987, and has travelled to over 100 countries promoting the business. He started a philanthropic side of the business, Jolly Futures, which has donated materials and training to government schools in developing countries, reaching over 4m pupils. Chris has been awarded honorary doctorates by the University of Uyo in Nigeria, and by his alma mater, Bristol University. He was awarded a Lifetime Achievement Award by the IPG, a UK publishers association, in 2017.

Sara Wernham is a primary/elementary school teacher at Woods Loke Primary School in Lowestoft, England. She developed Jolly Phonics with Sue Lloyd.



I N D I V I D U A L
P A P E R S

A L P H A B E T I C A L L Y O R D E R E D





“I am half german and half brazilian”: children’s perspectives on learning Portuguese as a heritage language and on linguistic identity

Juliane **Costa Wätzold** (*Universität Hamburg*) costawaetzold@gmail.com
 Sílvia **Melo-Pfeifer** (*Universität Hamburg*) silvia.melo-pfeifer@uni-hamburg.de

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	6 – 12	Multilingual identity and socialization in the early years

Background. In the educational context of Bavaria (Germany), informal teaching of Portuguese as a heritage language (PHL) prevails as means of language maintenance, due to scarce availability of formal tuition. In this scenario, learning PHL crucially depends on family’s investment (Norton, 2010), namely by (but not limited to) the parents, and involves issues related to identity affirmation and construction.

Methods. We present a data setting illustrating the perception of PHL learners (aged 6 -12) about PHL learning and its relation to linguistic identity. Three focus groups were carried out, using visual narratives (Kalaja, Melo-Pfeifer, 2019) as a prompt to initiate the discussions, with children (N=15) who attend the project called “Mala de Herança” (Costa Wätzold, Melo-Pfeifer, 2020), in Munich.

The corpus of this study consists of 20 drawings, which were interpreted based on multimodal and semiotic analysis. For transcribed FG interactions, content analysis was used.

Results. We present, discuss, and analyze the perspectives of PLH users in this specific context, the status they attribute to this language (Schalley, Eisenclas, 2020) as well as the relationship they establish between PHL and theirlinguistic identity. The results point towards the social and affective dimensions (Pavlenko, 2012) attached to PHL, emphasizing the importance of family (beyond parents and siblings) and of social interactions in the HL transmission process.

Conclusions. Children’s perspectives demonstrate the predominance of “home/family language” status attributed to PLH, in its affective and identity dimensions (Guardado, Becker, 2014), and reveal the perception of a fluid and hybrid feeling of belonging (Abdallah-Preteuille, 2006).

Juliane Costa Wätzold is a PHD candidate at the University of Hamburg. She works as a lecturer (Portuguese and German) at the Katholische Universität Eichstätt-Ingolstadt and at the Technische Hochschule Ingolstadt. Her main research and interesses areas are Portuguese as Heritage Language, plurilingual and multilingual education and linguistic policies.

Sílvia Melo-Pfeifer is full professor of foreign language (French and Spanish) teacher education at the University of Hamburg. Her main research areas are on multilingual education and pluralistic approaches to language learning and teacher education. She has been exploring the potential of arts-based approaches in language and teacher education.



“I didn’t know such a thing existed”: Young adults’ reflections on their early encounters with literature

Dr. Réka **Lugossy** (*University of Pécs, Hungary*) lugossy.reka@gmail.com

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional, Minority, Heritage & Endangered languages	0 – 6 6 – 12	Early biliteracies and multiliteracies

Studies demonstrate that shared storybook reading enhances children’s cognitive, emotional, and literacy development, while also influencing their current and later oral language development (van Druten-Frietman et al., 2016; Fox, 1993; Mol et al., 2008, 2009). Research in the EFL context also indicates that literacy events, in particular sharing picture books creates multilingual awareness, and supports learners’ foreign language development and their interest in reading books in both their L1 and L2 (Lugossy, 2006, 2012; Mourao, 2016). Despite the wealth of research in this area, little attention has been paid to exploring readers’ memories of their childhood literacy experiences, and the meanings they attach to them.

This presentation discusses the long-term effects of early interactions with children’s literature, as perceived by two young adults who had extensive experience with books during their childhood. Multiple narrative interviews were conducted with two multilingual siblings (Kati: 24 and Zsuzsi: 20) to elicit their reflections on their lived experiences with literature, in particular with picture books written in English. Informal discussions with participants and field notes documenting the author’s observation of the participants over the years were used for triangulation.

Content and narratives analysis of the data revealed (1) how early encounters with literature shaped participants’ emotional lives, their imagination, and critical thinking; (2) how picture books written in English influenced their language learning; (3) how they constructed their identities as multilingual readers, and (4) which were the books they found most inspiring as children, and why. The study highlights the value of book-oriented socialisation for developing the pleasure of reading, imagination and thinking, language style, literacy skills across languages, and a sense of agency.

Réka Lugossy is an Associate Professor at the Department of English Applied Linguistics, University of Pécs, Hungary. Her research interests include the influence of narratives, in particular authentic picture books on children’s language and literacy development and on their critical thinking; pre-school bilingual education; L2 teachers’ beliefs and teacher cognition; and the role of narratives in identity construction. Her current research explores the role of multiple languages and symbolic communities in the lives of historical minorities.



**“In-between” two educational settings.
Experiences of bilingual children attending Polish supplementary schools
in Ireland in the light of Translanguaging pedagogy**

Agnieszka Pedrak (Trinity College Dublin, Ireland) email: pedraka@tcd.ie

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	6 – 12	Early bilingual/multilingual education

As a result of an increased influx of Polish migrants to Ireland in 2004 and afterwards, more than 50 Polish supplementary schools emerged in the state. The purpose of those educational settings, usually operating thanks to a great commitment of migrant teachers and parents, is mainly to teach children of a Polish background the language and culture of their origin and, through doing so, to contribute to their identity shaping. This paper aims to portray the learning experiences of pupils who attend both Irish mainstream education and Polish supplementary schools in Ireland.

Preliminary results of the author’s research project “Polish as a heritage language in Ireland”, show that although Polish schools have been present in Ireland for more than a decade now, their rich and valuable activities seem to remain unrecognized by the wider Irish population. As there is little to no collaboration between supplementary and mainstream educational sectors, Irish primary schools’ teachers might not be aware of their pupils’ participating in supplementary education on weekends. In consequence, migrant pupils are often situated ‘in-between’ two educational settings: they learn their languages, re-negotiate their identities and develop their skills in separation. Neither of the schools they attend, gives them a real opportunity to fully show and use their language repertoire.

The author concludes with pointing out potential risks of such situation for Ireland’s primary school population and presenting possible ways for enhancing all pupils’ educational journey in both mainstream and supplementary settings from the perspective of translanguaging pedagogy.

Agnieszka Pedrak is currently a PhD student in the School of Linguistics, Speech and Communication Sciences at Trinity College Dublin. Her research project focuses on the influence of supplementary schools on heritage language maintenance, language attitudes and identity negotiation in migrant children and their families. Since 2016, Agnieszka has been working as a supplementary school teacher in Ireland. She has developed and coordinated various educational and social initiatives aimed at supporting heritage language education and promoting childhood bilingualism in Ireland.



“My name is L, I, E, K, E” A case study of a young child’s meaning-making in multiliteracy events

Valérie Kemp (University of Luxembourg, Luxembourg) valerie.kemp@uni.lu

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Additional languages Heritage languages	0 – 6	Early biliteracies and multiliteracies

While research has demonstrated the importance of early literacy for children’s language development and educational success, little is known about how young children make meaning in multiliteracy events. From a sociocultural perspective, meaning is co-constructed by participants in interactions and relies heavily on the cultural and situational context. Luxembourg, where more than two-thirds of preschool children do not speak Luxembourgish at home, represents a unique research context to study emergent multilingual’s learning environments. Within the research project COMPARE (www.compare.uni.lu), my PhD study explores the meaning-making processes of two-to-four-year-olds in three day-care centres in Luxembourg. I observed literacy practices over nine months and analysed the qualitative data (video-recorded observations, fieldnotes, and thick descriptions) thematically. In this paper, I will present the case of a young emergent multilingual girl from a Dutch-speaking family and how she makes sense of her multiliteracy experiences at the day-care. In the chosen setting, practitioners offer multilingual and multimodal print-experiences and adopt a socio-constructivist pedagogy. The young girl’s meaning-making seems to be influenced by her motivation to know more about print, and therefore, she sees multiliteracy activities as valuable and significant learning opportunities. Understanding that young children’s meaning-making is related to individual and contextual factors implies the need for more differentiation and reflection of educational practices. Furthermore, researching multiliteracies in early childhood education can help to further the conceptualization of young children’s meaning-making.

Valérie Kemp is a doctoral student in Education under the co-supervision of Prof. Claudine Kirsch (Uni.lu) and Prof. Drorit Lengyel (Universität Hamburg). She is a research team member in the project COMPARE (Collaboration and Multiliteracies in Early Childhood in Luxembourg). In her dissertation, she explores the meaning-making processes of emergent multilingual children in relation to multiliteracies.



**"Sentire" l'inglese nella fascia 0-3-6.
"Hearing" English and other languages in infancy and early childhood (0-6):
an action-research project in 75 Italian crèches and nurseries**

Associate Professor (PhD), Licia **Masoni** (*Università di Bologna, Italy*) licia.masoni@unibo.it
Research Assistant (MA), Linda **Vacondio** (*Università di Bologna, Italy*) linda.vacondio@unibo.it

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional & Minority languages	0 – 6	Methodological and ethical issues on multilingual research

This paper reports on the methodology, implementation and preliminary research outcomes of the three-year action-research project ““Hearing/feeling” English, and other languages, in infancy and early childhood (0-6)”, funded by the Region Emilia Romagna, Italy, and the University of Bologna, and aiming to bring the sounds of English and other languages (namely the mother tongues of children with migratory backgrounds) into the daily routines of 75 public and private crèches and nurseries (ages 0-3). In its first year, the project involves over 3700 children (aged 5-36 months), as well as 586 nursery educators. In an attempt to provide daily exposure to languages, and to capitalise on their pedagogical skills, nursery staff have been trained to deliver (according to their levels of proficiency) guided listening experiences based on performances of authentic children’s books and action rhymes, with the support of ad hoc audio recordings specifically conceived to provide variation in terms of voice, tone and prosody; and with a view to broadening children’s perception of sounds other than those of their mother tongues. The project aims to extend language education to a growing number of children, provide staff and families with information on bilingualism, and grant support to bilingual families. In this paper, we will report on preliminary results regarding methods, as well as effects on staff’s sense of efficacy and communication with families.

Licia Masoni teaches English Language on the Primary Teacher Education Course, University of Bologna, with a specific focus on oral narrative and children’s literature as a teaching tool for ESL/EFL. Her research interests include EFL narrative competence, second language identity, the role of narrative in language acquisition, and the study of the folk narrative of the British Isles, in particular folktales, fairy tales and legends.

Linda Vacondio is a certified English teachers and is presently research assistant within the project "Sentire" l'inglese nella fascia 0-3-6 / "Hearing" English and other languages in infancy and early childhood (0-6). She holds a degree in English Literature and a TESOL for Children certification, and has been teaching English extensively at University and across all school levels (0-18)..



“Time to cook!”

A proposal to implement the CLIL approach in Early Childhood Education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Materials design and development in early language education

In current society, it is essential to highlight the value of mastering the oral language as the main vehicle of communication, being essential to work on this aspect from early stages. Furthermore, both teachers and students must be aware of the process of change that involves the application of new methodologies or approaches to learn the foreign language and, specifically in the case of Preschool, the learning rhythms are far from those that the students in later educational stages might have. Therefore, it is essential to design CLIL materials taking into account the possibilities and limitations of children, and this proposal underlines the need to consider the pedagogical principles of the CLIL approach and to know how to apply them in Preschool, exemplifying it through the creation of a cooking atelier. It is an enriching resource, due to the fact that it is based on the interests of the students, favouring manipulation and experimentation. Besides that, it will help them to work on the four skills in an integrated way, working the contents of all areas and acquiring the foreign language, as CLIL approach establishes.

Sara Cancela-Pose is a Preschool teacher and has recently received a Ph.D from the University of A Coruña (2021) with a thesis entitled “Análisis del Enfoque AICLE en Educación Infantil: La Educación Musical y Auditiva en el aprendizaje de la Lengua Extranjera”. Her research interests are Pedagogical approaches in Preschool Education, and Bilingual and Plurilingual Education.



“You don’t know how to say ‘cow’ in Polish!” – Meanings of references to heritage languages within interaction in the kindergarten

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	0 – 6	Multilingual identity and socialization in the early years

In kindergartens attended by a linguistically diverse body of children, tensions between the children’s multilingual backgrounds and common monolingual ideological tendencies of the kindergarten might arise (Zettl, 2019). In this presentation, I aim to understand how multilingual children navigate such tensions by referring to their heritage languages (or not) within spontaneous interaction in day-to-day life in the kindergarten. Based on 2.5 months of ethnographic fieldwork in a kindergarten in an urban area in North-Rhine-Westphalia, Germany, I present patterns in children’s references to their heritage languages in interaction. In the research location, the national language German clearly dominates while around 75% of the children have (an)other home language(s), or an additional home language beside German. As my conversation-analytically inspired analysis shows, children discursively construct a separation of linguistic spaces in which heritage languages are rooted in the home context in contrast to the kindergarten. Beside these discursive functions, children also use references to their heritage languages for interactional purposes and in agentive ways as an opportunity for empowerment within interaction. I conclude that the ways in which children refer to their heritage languages (or not) reflect wider dynamics between a theoretical appreciation of heritage languages and monolingual norms in interactions in the kindergarten.

Marie Rickert is a PhD candidate in Linguistic Anthropology at Maastricht University, Department of Literature and Arts & the University of Münster, Institute of Dutch Philology. Her current research focuses on language socialization in kindergartens in the German-Dutch border region. Marie’s expertise includes multilingualism in education, identification through language practices and Second language acquisition in the context of linguistic diversity and migration.



(Cross-)linguistic development in Early Years immersion: The case of Greece

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6	Early bilingual/multilingual education

Background. As the starting age of second language (L2) acquisition is decreasing across the world, many Greek children are exposed to their first L2, English, in the Early Years through attending total immersion programmes (where all of the instruction is in English) or partial immersion programmes (where half of the instruction is in English). Yet, little is known about the linguistic outcomes of the children who attend them. This paper presents a cross-sectional study conducted to fill this gap.

Methods. 140 children (35 total immersion, 35 partial immersion, 36 English monolingual and 34 Greek monolingual), between 4;0 and 5;11 completed a battery of measures including a vocabulary and a grammar test, and two novel language production tasks investigating the use of sentential subjects and subordinate clause markers. Bilingual children were tested twice: once in English and once in Greek.

Results. In the English assessment, the emergent bilingual children scored lower in the proficiency measures, and omitted the two linguistic structures more often than their English monolingual peers. In the Greek assessment, the children received comparable scores on the vocabulary tests and higher scores on the grammar tests relative to their Greek monolingual peers, and did not differ from the latter in terms of sentential subject and clause marker use.

Conclusions. These results highlight the importance of input, and crosslinguistic transfer, in shaping emergent bilingual learners' proficiency and performance in the L2. Moreover, they suggest that learning an L2 at preschool does not hinder children's linguistic development but, rather, benefits their first language skills.

Faidra Faitaki is a Departmental Lecturer in Applied Linguistics at the Department of Education, University of Oxford. She is a member of the Research in English as an Additional Language (REAL) group, and convenes the Applied Linguistics Seminar Series. Faidra's research focuses on the cognitive, educational and linguistic factors that underpin children's acquisition of additional and/or foreign languages in (pre)school settings. She is also interested in exploring the use of theatre in language learning and teaching.



A content analysis of a gender-inclusive tale for English-language teaching at primary school level

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Primary school pupils need to acknowledge the importance of gender equality and how gender stereotyping can limit people's ambitions, interests, and behaviours, which often reinforce discrimination and bullying based on gender. We believe that our EFL primary students need to be further challenged and motivated to learn English by teaching gender-inclusive values according to their age and to their level of English. Therefore, the main objective of this paper is to explore the role of children's literature in transmitting a society's culture to children. To do so, we will show how children's literature helps to promote gender equity in the EFL primary classroom. Moreover, we will discuss the criteria teachers should keep in mind while selecting children's tales for EFL primary pupils. This work is inspired by transformative and responsible pedagogies, which encourage critical thinking in primary school children. The main result of our study provides a content analysis of a 'traditional' children's tale, written for native speakers of English, which has been already revisited from a gender-inclusive perspective. In addition, we offer suggestions on how this tale could be adapted, in terms of language and contents, for EFL primary school children.

Verónica Paula Recchioni is currently a professor of EFL for preservice preschool and primary school teachers at the University of Granada. She holds a Bachelor's Degree in English Translation and Interpreting which she obtained in Argentina, her home country. She also possesses an MA in English Literature and Linguistics as well as an MA in English Teaching. Her research fields are those blending literature in English with issues that contribute to a fairer society, especially women's studies.

Stef Barozzi was born in Italy. PhD in Educational Sciences at the University of Granada (2016). Master's degree in English-language Literature and Linguistics (University of Granada, 2021). BA degree in Linguistics and Modern Languages (French and Spanish) – University of Westminster (GB, 1998). Professor of EFL for preservice preschool and primary school teachers at the University of Granada (since 2016). Participation in international congresses and publications of chapters and articles mainly based on gender and sexual identities in education.

Slava López is an accomplished teacher and education researcher. Over 15 years' experience as an educator and academic researcher with a Doctorate in Educational Research Methods by the University of Granada, two Master's Degrees in education specialisms, and a Bachelor degree in Education (English language teacher) by the University of Cienfuegos, Cuba. Teacher of EFL for preservice preschool and primary school teachers at the University of Granada (since 2021).

Silvia Corral-Robles is a lecturer of TEFL at the Faculty of Education of the University of Granada, giving pre-service EFL courses for Early Childhood, Primary and Secondary education teachers. She has participated in national and international congresses and published numerous articles, chapters on TEFL. She has also participated in different research and teaching innovative projects. Her research interests centre around English in early childhood, primary and secondary education, bilingual education, active methodologies, the integration of ICT as a curricular resource and inclusion, gender, and cultural diversity in the EFL classroom.



A multidimensional approach in teaching Italian as second language

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6	Classroom practices in bilingual/ multilingual education

Teaching a second language is an increasing necessity in a lot of country due to many factors such as, among others things, the migration flows. As a primary consequence of this fact, teachers are more and more demanding of successful techniques in order to improve their ability and efficiency. It is well known (see Lenneberg 1967 and Long 1990) that three phases, at least, characterize the language acquisition:

- From 0 to 6 years old: kids are able to learn every natural language without any effort and just for direct contact.
- From 6 to 12/13 years: kids and adolescents gradually lose their natural ability and, therefore, they increasingly need to be overtly educated in grammar.
- From 12/13 years on: adults completely lose the ability to learn a language just for direct contact, requiring an overt teaching of all the grammar components.

Clearly, a teacher who wants to perform in the best way his/her courses, should adopt different techniques depend on which phases the students belong to.

In this paper I would like to discuss some approaches specifically associated to the first and the second phases. More specifically, I will present some good techniques that a L2 teachers may adopt in order to obtain a better and stronger involvement from the student. The central idea is that the whole person is involved in the learning activity and, therefore, the teaching experience has to deal with a multidimension approach: it should adopts creativity tasks, such as painting and drawing, as well as practical ones, such as cooking and reciting; it should adopts unmoving activity, such as singing, as well as moving activity, such as jumping and dancing; it should adopts memory tasks, such as repetition by heart, as well as “out the blue” tasks, such as shouting new words out; it should adopts traditional support materials, such as paper, as well as informatic ones, such as videos; etc. I will show such a multidimension approach gains better results showing two case studies of Italian as L2 to English native speakers.

Matteo Greco is a Research Associate at the University School for Advanced Studies (IUSS) of Pavia. In 2017 he obtained a PhD in Cognitive Neurosciences and Philosophy of Mind. He was a research scholar at the University of Pennsylvania (September 2016 - June 2017) and a visiting assistant in research at the Yale University (January 2014 - June 2014). His main fields of research are theoretical and experimental linguistics with a particular interest in syntax and in the syntactic-pragmatic interface. He focused on the linguistic negation and he has recently been working on the copular sentences.



A Standard Quality Assessment Instrument for CLIL and STEM Primary Education Syllabus Design

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Early bilingual/multilingual education

As Ofelia García (2009) claims, bilingual education should be a must in the current global era. In this sense, the Commission of the European Communities (2003) encourages its citizens to learn at least one or two foreign languages to interact and communicate globally. This linguistic policy led to a significant shift in national and regional educational systems across Europe. The most extended option to make this shift effective was applying bilingual education models involving teaching foreign languages through content subjects. Considering one of these content and language integrated approaches, the CLIL approach, this paper aims to develop an instrument that enables educators and researchers to examine the quality standard of CLIL curricular design. In order to achieve this purpose, a thorough literature review on CLIL theoretical foundations and the main competences defined within the European Framework for CLIL Teacher Education (Marsh et al. 2010) have been examined as a guideline to enable the design of a successful and efficient CLIL syllabus and lessons. Given the importance of STEM in Primary Education, the quality criteria summarized by Browne et al. (2021) have been used to define corresponding STEM quality standards. As a result, a standard quality assessment instrument has been developed to evaluate CLIL Primary Education syllabus design and its corresponding Didactic Units within a STEM approach. To assess the validity and reliability of the standard quality instrument, ten external CLIL experts, who were also familiar with the concept of STEM education, analyzed and provided their views on its design and contents. The findings indicate that the assessment instrument created was highly regarded in its usefulness and applicability. Future research will apply a larger-scale study to substantiate and confirm the results reported in this paper.

María Puertas-Ramírez (MA in Educational Innovation and Research (Institución Libre de Enseñanza & Universidad Carlos III de Madrid), MA in Educational, Vocational and Professional Orientation; PhD candidate) currently works for Xcelence Foundation. Her research interests involve Research and Innovation in Bilingual Education, CLIL and STEM; Digital Storytelling and Educational Technology; and Educational, Vocational and Professional Orientation.



Actitudes y hábitos de la familia hacia el aprendizaje del inglés y su lectura en los hijos

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

En el seno familiar, las actitudes y los hábitos lectores que se promueven tienen consecuencias directas en el proceso de aprendizaje lector de los hijos. El objetivo del presente estudio es conocer los hábitos y las actitudes de las familias hacia el aprendizaje lector en LE(inglés) de sus hijos. Para ello, se empleó un muestreo incidental de 201 familias con hijos en 3.º o 6.º curso de Educación Primaria, de cuatro centros escolares bilingües con alumnado con gran diversidad cultural. Se presentan los resultados obtenidos sobre once ítems del *Cuestionario sobre actitudes y hábitos lectores familiares en español y en lengua extranjera*, un cuestionario construido y validado por las autoras de escala tipo Likert con cinco respuestas posibles. Como resultado principal, los datos indican que los hábitos de las familias presentan una media de 21.92 (DT=10.019) sobre un valor máximo de 44. En cuanto a las actitudes de las familias, pese a que pueden ser mejorados, los resultados se muestran mejores que los hábitos, ya que alcanzan una media de 33.22 (DT=5.259) sobre un valor máximo de 40. Todo ello refleja que, en cuanto a los hábitos, se hace necesario establecer vías de motivación, orientación y apoyo para conseguir una mejora. No obstante, aunque en menor medida que en los hábitos, las actitudes deben, de igual modo, incentivarse y sistematizarse para incidir en la corresponsabilidad de la familia, como agente social, en la formación y el aprendizaje de idiomas y lector de los niños.

PhD. María-José Molina-García - PhD in Spanish Philology, María José is professor in the Department of Didactics of Language and Literature at the University of Granada (Spain) and researcher in the Didactics of Language and Literature group (HUM-457). Her main research interests are the acquisition of Spanish as a second and foreign language and its teaching in multicultural contexts. She has directed numerous research works in these areas and she has published various books and articles.

PhD. Silvia Corral-Robles - Silvia is a lecturer of TEFL at the Faculty of Education of the University of Granada, giving pre-service EFL courses for Early Childhood, Primary and Secondary education teachers. She has participated in national and international congresses and published numerous articles, chapters on TEFL. She has also participated in different research and teaching innovative projects. Her research interests centre around English in early childhood, primary and secondary education, bilingual education, active methodologies, the integration of ICT as a curricular resource and inclusion, gender, and cultural diversity in the EFL classroom.

PhD. Ana M. Rico-Martín - PhD in Spanish Philology, is senior lecturer in the Department of Didactics of Language and Literature of the University of Granada (Spain) and researcher in the group Curricular Innovation in Multicultural contexts (HUM-358). Her main research lines are plurilingualism, bilingual teaching, the acquisition of second languages, and the training of teachers in multicultural contexts. She has published various books and articles related to these areas and has conducted and assessed many research projects (Doctoral and Master Thesis) about Spanish as a Foreign or Second language.



PhD. Ligia Isabel Estrada-Vidal - Lecturer at the Faculty of Education of the University of Granada (Department of Research and Diagnostic Methods in Education). She has participated in national and international congresses, and published numerous prestige articles and chapters. She has also participated in national and european different innovative research and teaching projects. She collaborates with various researchers as a specialist in research designs, instrument construction and data analysis. In recent years, he has participated with groups specialized in reading learning in early childhood, primary and secondary education.



Activities and resources for vocabulary development in the EFL classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

The number of young students in English as a foreign language around the world has increased rapidly in recent decades, but nonetheless academic research in the field is still scarce. One finding is that second language instruction in classes with young learners of varying proficiency levels presents particular problems and challenges. In the Swedish context, some of the variability in vocabulary knowledge can be explained by incidental learning from rich out-of-school exposure to English through, e.g., gaming and watching films. As research is particularly scarce as regards vocabulary, the aim of this research study is to examine the teaching and learning of young learners from a vocabulary perspective.

The following research questions are addressed: What activities and resources for vocabulary development are used in the classroom and how is vocabulary learning established and maintained? The study uses a mixed methods design, combining data from video-based observations in one classroom of pupils (aged 10–11) and their subject teacher during three terms (2020–2021). The data was transcribed verbatim, coded iteratively and analyzed in NVivo.

Preliminary findings report on the characteristics of vocabulary activities and the principal resources, and how they are used by the teacher and learners in the classroom. This research provides insight into how textbooks and other resources are used for the purpose of vocabulary learning and teaching to young learners. The findings have implications for early EFL instruction, teacher education and the development of pedagogical material.

Maria Stridsman is a teacher and doctoral researcher at the Department of Language Studies, Umeå university



Alumnado de Grado de Educación Primaria: Enseñanza y aprendizaje de la literatura infantil y juvenil en lengua extranjera

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	6 – 12	Early language teaching and learning

En nuestra primera clase de literatura infantil y juvenil dirigida a estudiantes universitarios del Grado de Educación Primaria, futuros docentes de francés lengua extranjera, la primera cuestión que debemos hacerles es “¿para qué sirve la literatura?”

¿Por qué esta pregunta? Según Teresa Colomer (2010), esta pregunta resulta muy interesante para hacer conocer la función y el uso de la literatura a nuestro alumnado, para motivarlos y hacerles encontrar el poder de la palabra así como la representación de la imagen.

De un lado, trataremos la experiencia estética como base del conocimiento: el juego como parte de la literatura. ¿Por qué el juego y la literatura están estrechamente unidos por el aprendizaje de la lengua?

Por otra parte, estudiaremos la imagen. La imagen complementa a los personajes, aporta muchos detalles que el texto por sí solo no puede darnos. A menudo, la imagen simplifica, pero también puede complicar la historia.

En conclusión, nos centraremos en las ideas de cómo utilizar la literatura en formación, y sobre todo, cómo nuestro alumnado del Grado de Educación Primaria podrán utilizar la literatura en sus clases de lengua extranjera.

Concepción Porras Pérez es profesora sustituta interina en el Departamento de Didáctica de la Lengua y la Literatura en la Facultad de Ciencias de la Educación de la Universidad de Granada desde 2018. Imparto asignaturas de francés en el Grado de Educación Infantil y principalmente en la especialidad de francés del Grado de Educación Primaria. Al mismo tiempo, investigo mi tesis que se centra en los manuales escolares de francés lengua extranjera utilizados en España en cuanto a cuestiones de género



Analysis of the teaching of foreign languages in Andalusian Universities

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Teacher training on early language education

The need to achieve a proficient command of at least a foreign language has been well known for educational authorities, teachers and society in general. For this reason, many policies have been developed in order to improve the process of learning and teaching a foreign language, as it is the case of Andalusia, whose universities provide specific degrees to train professionals for different educational levels. The main aim of this study is to identify the degrees of Andalusian universities for the training of foreign language teachers in Early Childhood and Primary Education. More specifically, the syllabuses are analysed in order to find out the treatment that each subject presents regarding its instrumental, methodological and/or philological components. The research has been carried out under a mixed method design, collecting data from universities websites for the academic year 2021-2022. Results point out that there is no foreign language specialization in Early Childhood Education in any university and that the subjects content varies from degrees which focus on the instrumental and methodological components, to others which are based mainly on instrumental training or some degrees which include philological contents. In conclusion, these results highlight the need of rethinking the teaching syllabuses of the different degrees of Andalusian Universities to improve the specialization of future teachers' training in foreign language in Early Childhood and Primary Education.

Carmen, BA's Degree in English Philology, BA's Degree in Education, Specialist in Foreign Language- English and Master's Degree in English for Professional Qualification, has been working as an English specialist in Secondary Schools, Early Childhood and Primary Schools, and currently works as a lecturer at the University of Cordoba. Her areas of interest are Content and Language Integrated Learning, Cooperative Learning, Project Based Learning, and the use of portfolios and technology.

Sara obtained her International PhD at the University of Seville in 2019. She previously completed a degree in English Studies and a Masters' degree in Teaching of Secondary Education, Vocational Training and Languages Teaching. Since 2016, she has focused her research on early biliteracy and the transference of knowledge, skills and linguistic structures. She currently works as a lecturer at the University of Seville and her areas of interests are bilingual education and literacy, diversity and the digital gap..



Aprendizaje Basado en Proyectos en el aula de inglés del Grado de Educación Infantil: formando a futuros maestros

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Teacher training on early language education

Las nuevas metodologías han cobrado especial importancia en la formación de los futuros docentes. Atrás dejamos las clases magistrales en la Universidad para que, los futuros maestros, adquieran una formación teórico-práctica que les permita implementar y aplicar nuevas estrategias de aprendizaje y metodologías activas en el aula. Dichas metodologías adquieren un matiz muy teórico en las aulas universitarias, siendo esencial transformar esta realidad educativa hacia contenidos más prácticos en beneficio de los futuros maestros. El presente estudio analiza el contexto de aprendizaje de los alumnos que cursan el segundo curso del Grado en Maestro de Educación Infantil en cuanto a motivación, interés y aprendizaje percibido en la asignatura “Aprendizaje temprano de la lengua extranjera, inglés” en la que se aplica el Aprendizaje Basado en Proyectos en el aula universitaria. La investigación parte de un cuestionario cualitativo y se completa con entrevistas personales a una muestra de varios grupos de alumnos de Grado en los dos últimos cursos académicos. Los resultados reflejan excelentes niveles de motivación y aprendizaje, así como la adquisición de estrategias y habilidades docentes para impartir lengua extranjera en Educación Infantil. De acuerdo con los resultados obtenidos en el estudio, existen evidencias de que el Aprendizaje Basado en Proyectos implementado favorece tanto la participación activa, el desarrollo de competencias y habilidades sociales como la mejora en la adquisición de contenidos de los futuros docentes.

David Ruiz Hidalgo es doctorando en Educación. Actualmente Profesor Asociado de la Universidad de Burgos impartiendo docencia en el Grado de Infantil y Máster de Secundaria en asignaturas relacionadas con la Didáctica de la lengua extranjera, inglés. Profesor de inglés y áreas bilingües en Educación Primaria en el Colegio La Salle de Burgos. Mi actividad investigadora está enfocada a la enseñanza-aprendizaje de la lengua inglesa en distintos niveles educativos, organizando cursos de formación del profesorado y colaborando con NUBRA Educación y Aventura ofreciendo a los Centros inmersiones lingüísticas en España y Extranjero.



Aprendizaje del idioma inglés en niños de 5 a 6 años del nivel preescolar en México

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Materials design and development in early language education

Debido a la influencia económica, militar, política y científica, el idioma inglés ha sido ampliamente difundido por todo el mundo, llegando a ser el idioma principal del discurso internacional y lengua franca en muchas regiones del mundo.

En México, el inglés es muy importante porque en la actualidad, en el competitivo mercado de trabajo, hablar inglés no es una opción, es una necesidad. Si se habla inglés se abren más puertas en el mundo, porque es el idioma que más gente domina a nivel global.

En los últimos años cada vez más centros de educación infantil en México están implementando la enseñanza del inglés a edades tempranas en un ambiente bilingüe con la lengua española como materna, fundamentalmente.

Pero se presenta la problemática que es necesario elegir los materiales didácticos para lograr buenas prácticas de educación temprana bilingüe en el aula, en los cuales estén incluidos los contenidos y la metodología para organizar la enseñanza-aprendizaje del inglés en preescolar.

Es por ello que el objetivo del presente trabajo es elaborar una guía de actividades lúdicas que propicie el aprendizaje del idioma inglés en edades tempranas en ambientes bilingües en el preescolar “Jardines de Xalapa”, en Xalapa, Veracruz, México.

Con esta investigación se espera contar con un manual de actividades lúdicas elaborado de acuerdo con una edad específica, de 5 a 6 años, que esté orientado para desarrollar las habilidades orales y auditivas, con contenidos de la vida cotidiana, animales, colores, números, objetos escolares, partes de la casa, figuras geométricas, partes del cuerpo, transportes y el estado del tiempo.

Sara Julia Castellanos Quintero - Experienced teacher and researcher in educational area, with publications in international and local issues, Over 40 years' experience in teaching foreign languages as Russian, English, Portuguese, and Spanish as mother language. With Doctorate in Pedagogical sciences, and Master Degree in Psychology. Practicing in university level at different countries as Spain, Brazil, Ecuador, Cuba and Mexico. In the present, facing challenges in Virtual Education, updated in virtual methodologies for teaching-learning processes. Interested in curriculum design and teacher training.

Slava López Rodríguez - Accomplished teacher and education researcher, passionate about language teaching and quality and with an established track record at both implementation level and in planning, evaluation and international liaison. Over 15 years' experience as an educator and academic researcher, adept at discerning individual learning needs and potential to ensure balanced evolution among all students. With a Doctorate in Educational Research Methods and two Master's Degrees in education specialisms, combining academic rigour with excellent classroom practice.



Artificial Intelligence and Early Language Instruction: A Meta-Analysis

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages	0 – 6 6 – 12	Multimedia and multimodality for multilingual education

Language acquisition is fundamental for children’s comprehensive development. Artificial Intelligence (AI) can change the learning system by working with teachers to narrow teaching gaps and personalize students’ learning experience. This paper evaluates the effectiveness of using AI in 3- to 8-year-old students’ early language and literacy learning. It also determines if factors associated with participants, interventions, control participants, and outcome measures moderate the impact of AI on early language and literacy learning and assess if AI is useful in Singapore’s bilingual setting for early language education. A comprehensive systematic review search was conducted using 6 databases: PsycINFO, Academic Search Complete, Computer Source via Ebscohost, ProQuest: ProQuest Dissertations and Theses, Education database, and EBSCOHost Eric. An initial number of 1207 records were identified through database searching using the search string and were narrowed down to about 42 papers after the entire screening process. Among which, 101 comparisons between experimental and control groups based on the data reported in 10 articles have met eligibility criteria for this review. The results demonstrate that AI applications can enhance early expressive language acquisition, particularly in language decoding and speaking. Moreover, AI has been found to be more effective in promoting children’s second language learning than their first language learning.

Dr. SUN He is a research scientist at the National Institute of Education, Nanyang Technological University, Singapore. Her major interests are 1) child heritage language maintenance and eBook reading, 2) individual differences in early bilingualism/second/foreign language acquisition, and 3) harmonious bilingual experience. Her work has appeared in journals such as Applied psycholinguistics, Bilingualism: Language and Cognition, Child Development, International Journal of Bilingual Education and Bilingualism, and Journal of Child Language.



Assessing the effectiveness of DST (Digital Storytelling) for English vocabulary acquisition and listening comprehension in Primary Education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Materials design and development in early language education

Digital storytelling (DST) has been used in early education for different purposes such as raising cultural awareness or communicative competence among children (Ribeiro, 2016; Wu & Chen, 2020). However, there is little research on using DST for vocabulary building and listening comprehension in English as a foreign language (EFL) classroom among young learners. Under the principles of Bloom’s taxonomy and a Task-Based learning method, this presentation aims to examine the effectiveness of using DST to strengthen English vocabulary acquisition in early education through multicultural folktales.

The research participants were 158 primary education students from 22 different cultural and language backgrounds (Spain, Russia, Iran, Ucraina, etc.) in a Spanish public school. The participants’ learning progress was assessed through different printed and digital activities during 8 weekly sessions for a two-month period. The students were divided in a control group (CG) and experimental group. THE CG used the printed version of folktales while the EG was exposed to the digital versions (DST) of the same stories. This research was based on a mixed method, quantitative and qualitative data were obtained through a pre-post-test and pre-and post- tasks, and the data was analyzed through IBM SPSS 20 software. The results revealed that DST can be used as an effective tool to improve the oral skills and for vocabulary acquisition among children during the first stages of Primary Education, but some statistical differences were observed depending on certain variables such as language affinity and gender of the participants.

Cristina Gómez Martínez has been teaching EFL for 8 years in the public sector at Secondary and Primary stage of education. Eager to learn about new methodologies to adapt to the 21st century learner, she is continuously absorbing training courses on innovative activities to put into practice in the classroom. Drama, video and stories make up the core of her interests.



Attitudes towards multilingual education in Valencian Primary School settings

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional & Minority languages	0 – 6 6 – 12	Early bilingual/multilingual education

The multilingual turn has been established in education to enhance the learning of multilingual students (Hobbs, 2012). Thus, the investigation of attitudes towards languages and multilingual education is essential (Lasagabaster & Huguet, 2007; Safont, 2007). Nevertheless, a scarce number of studies have explored teachers' attitudes towards multilingual education (De Angelis, 2011; Griva & Chostelidou, 2012; Arocena, Cenoz & Gorter, 2015, among others), whereas the study of parents' attitudes has even received less attention (Griva y Chouvarda, 2012; Safont, 2015; Villalba, 2013). Therefore, the aim of the present descriptive study is to analyse and compare the beliefs of both primary teachers and parents of primary students towards multilingual education in the Valencian Community. Indeed, three languages appear in the educational curriculum of Valencian primary schools, being Catalan as the minority language of the region, Spanish as the majority language and official language of the country (Spain) and English as the main additional language. To conduct the analysis, we have elaborated a questionnaire on beliefs based on Portolés and Martí's (2020) model. The questionnaire was distributed to a sample of 20 participants, including 10 primary teachers and 10 parents of primary students. Findings demonstrate that both teachers and parents generally share positive beliefs towards multilingualism, although primary teachers show the most multilingual attitudes. Despite these results, monolingual perspectives towards language learning are still observed among the participants of the study, which claims the necessity of promoting more teacher training on multilingual education and the introduction of multilingual pedagogies in Valencian primary schools.

Gema Gayete is currently a PhD student (Applied Languages) at University Jaume I. She graduated in English Studies with an Academic Achievement Award, and she has also studied the MELACOM master. She is a member of the research group LAELA (<http://gruplaela.uji.es/>) and the EDUPLUS network of plurilingual education. Her research interests include third language acquisition, CLIL and multilingual education. Moreover, Gema has received an Ernest Brea Academic Excellence prize, and has been awarded a research collaboration grant.



Audiobooks as Resources for Language Teaching

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

This project is developed in the context of Portuguese Language and English Language and Culture, of the Master's degree in Teaching Portuguese and English in the 2nd cycle of basic education (Portuguese educational system – 10-12 years old). The final task proposed for the curricular units is the creation of an audio book database, in Portuguese and English. This database will serve as a resource, with several applications within the language teaching and learning context, including sign language translation. The recording of the content is based on the recommended works in the National Reading Plan (PNL 2020-2027). These audiobooks have an audio version (mp4 files) and a transcribed version after digitalisation, text recognition and correction. They are divided into chapters, to facilitate understanding and practical applicability. All the work is done by the Master students, in the context of the classes of the two curricular units, envisaging it as a resource to be used in the preparation and intervention in pedagogical practice. The project is intended to be interdisciplinary and transversal to other departments of the School of Education and Communication – University of Algarve. Therefore, it involves the contribution of students from the Communication Design and Animated Image degrees, for the design of the database layout and interface, as well as the audio recordings performed by the Communication Sciences degree students. The aim of this project is to create pedagogical resources and materials to be used in Portuguese and English classes of the 2nd cycle of basic education.

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Awakening to languages at pre-school services. A case study conducted in Venice

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages Foreign languages	0 – 6	Classroom practices in bilingual/multilingual education

The aim of our paper is to present preliminary results from a qualitative research study through a project of using the Awakening to languages approach (Candelier et. Al, 2012). The study, conducted at a pre-school service in Venice, involved 18 children aged between 3 and 6 years old. The research is part of a project co-funded by the Italian Ministry of Interior and the European Union.

The research at the pre-school service started in September 2021 and it is ongoing. The investigation protocol is to expose children to different languages, thus promoting plurilingual language awareness and discovering linguistic diversity between languages that are not taught at school.

During the research, we also explored the teacher's and parents' attitudes and needs regarding plurilingual education alongside the children's motivations and attitudes in the plurilingual laboratories.

During the first part of this study we conducted 10 lessons in 5 different languages. The method of introducing the languages was through storytelling.

Lessons were developed by the researcher together with linguistic and cultural mediators. Data were collected using semi-structured interviews with the teachers, the parents and the pedagogical coordinator of the pre-school service. Records of the lessons and field notes were collected.

Preliminary results have shown that the teachers' needed training in plurilingual education and the parents' needed a better understanding of how to raise bilingual children. With regard to the children, results showed how they accepted language diversity among their activities and how they discovered some linguistic aspects related to language structure.

Valeria Tonioli is a post-doctoral researcher at Ca' Foscari University of Venice. She holds a joint PhD in Language Sciences obtained from the Ca' Foscari University of Venice and in Translation, Interpreting and Intercultural Studies from the UAB of Barcelona. Her research focuses on second language learning, educational linguistics, plurilingualism and intercultural communication



Benefits of introducing digital storytelling to improve English Grammar Skills

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Classroom practices in bilingual/multilingual education

The following article presents a case study carried out in a public school in Madrid in 6th of Primary. The three groups were given different ways to present stories related to 'How they felt under the pandemic', through a ppt presentation in the case of the control and quasi-experimental groups whereas the experimental had to present it through a digital platform to tell stories called storyboard. The results prove there is a higher motivation to write stories in the group who use a digital platform and also a better written production.

Mercedes Pérez Agustín is a professor of Didactics of the English Language for the Teaching Degrees of Preschool and Primary at Universidad Complutense de Madrid. She has been teaching English for more than 15 years in different teaching centres, universities and high schools. She has made her teaching experience compatible with management creating the bilingual degrees for Primary and Preschool Teachers at UNIR. As an expert on storytelling she has published a handbook entitled "Storytelling: La lectura de los álbumes ilustrados para la enseñanza de lengua inglesa" and others using Native American oral tradition entitled "El origen del mundo y otras historias de los indios de Canadá" y "Cuentos, Vida y Creencias de los Nativos Norteamericanos".



Bilingual children’s language interplay through the analysis of codeswitching

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	6 – 12	Early bilingual/multilingual education

Codeswitching has been used as a tool to investigate how the properties of the two language systems interact in the bilingual mind. Previous work has mainly focused on adult bilinguals with few studies analyzing data from bilingual children. We target a group of L1 Spanish-HL English children in Spain in order to address language activation and language inhibition in the processing of codeswitching between a determiner (Det) and a noun (N) (the_{EN Det} casa_{SP N} vs la/el_{SP Det} casa_{EN N}). We investigate how the mental representation of the formal features involved in Det-N switches is responsible for the sensitivity to grammatical gender which in turn impacts on how bilinguals’ language activation and inhibition processes are at play. By using offline acceptability judgment data, we target the directionality of the switch (the_{EN Det} casa_{SP N} vs la/el_{SP Det} casa_{EN N}) and the type of implicit gender agreement mechanism in the case of Spanish-Det/English-N switches, that is, whether there is gender congruency between the Spanish Det and the translation equivalent of the English N (la_{fem} house_{SP fem-casa}) or not (el_{masc} house_{SP fem-casa}). Results show a preference for the English Det directionality (the_{EN Det} casa_{SP N}), which seems less costly in terms of processing. When forced to activate gender as in Spanish Det switches, there is a preference for gender congruent switches (la_{fem} house_{SP fem-casa}). This points to the inhibition of gender features accelerating processing; and to how feature valuation delays processing in these types of switches and for these bilinguals.

Tamara Gómez Carrero completed a B.A. in English Philology in 2014 and an MA Program in Advanced English Studies: Languages and Cultures in Contact in 2015 at the University of Valladolid. In 2017 she obtained the MA Program in World Languages, Literatures and Linguistics (West Virginia University). She is a predoctoral fellow (JCYL, EDU/556/2019, 5 junio) at the University of Valladolid where she investigates the processing of grammatical gender in switched DPs and copulative constructions by using online and offline data.

Raquel Fernández Fuertes is an associate professor in the Department of English at the University of Valladolid, and she is the director of the UVALAL research group. She specializes in linguistic theory, comparative grammar and bilingual acquisition. In her research she uses linguistic theory and, in particular, minimalist premises in order to account for language-contact phenomena and the latent relationship between native and non-native acquisition. This is achieved by means of the analyses of spontaneous and experimental data elicited via different methodologies



Bilingual Education in Preschool: Challenges and Criteria for CLIL Implementation with Very Young Learners

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6	Early bilingual/multilingual education

The implementation of the Content and Language Integrated Learning (CLIL) approach in the Early Childhood Classroom to promote bilingual education brings along different challenges which will be discussed in this presentation. We will begin by focusing on the benefits of promoting bilingual/plurilingual education from an early age and we will consider how different authors try to define CLIL in this educational stage. Stating the difference between early language teaching and a CLIL approach implementation is a difficult task, since the nature of the teaching and learning process in preschool, where all area contents are introduced within a globalised approach, implies that foreign languages should not exclusively be used in the language sessions. Besides that, current educational legislations, the LOE-LOMLOE, addresses the need to promote the instruction of foreign languages within that globalised approach. Nevertheless a few inconsistencies are found in the Preschool Official Curriculum, which will be pointed out in presentation.

We will provide some guidelines for an effective CLIL proposal with very young learners. To conclude, attention will be paid to linguistics policies and teacher training needs regarding bilingual education in this educational stage, so as to provide a broader view of the challenges CLIL implementation might bring along.

María Bobadilla-Pérez is an Associate Professor in the Department of Department of Specific Didactics and Research Methods at the University of A Coruña (Spain). She teaches different courses of Foreign Language Teaching and Bilingual/Plurilingual Education. She received a Ph.D. in Languages and Literature at the State University of New York (2004). As an interdisciplinary researcher, her main field of studies are concerned with Second Language Acquisition, Bilingual/Plurilingual Education and Didactics of Language, Literatures and Culture.

Sara Cancela-Pose is a Preschool teacher and has recently received a Ph.D from the University of A Coruña (2021) with a thesis entitled “Análisis del Enfoque AICLE en Educación Infantil: La Educación Musical y Auditiva en el aprendizaje de la Lengua Extranjera”. Her research interests are Pedagogical approaches in Preschool Education, and Bilingual and Plurilingual Education.



Challenges and benefits of applying intentional bilingualism in early childhood

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Minority languages	0 – 6	Early language teaching and learning

The paper focuses on intentional bilingualism applied in families in Slovakia over a period of several years. It compares different research designs and approaches to using narrative techniques, drama and storytelling, considering the children as the participants of the experiment while overlooking their well-being and progress. Based on the data obtained from previous research conducted by the authors, this paper compares the attitudes of the children of different ages and from different environments. The analysis of the videos recorded during the longitudinal research clearly correlated with gradually increasing spontaneity of the children trying to express themselves in a second language.

The results clearly indicate that in order to achieve the optimum results, the children as agents of the experiment need to feel safe and confident. Nevertheless, not only the environment is crucial, but also the positive relations the children have with both the researcher as well as anyone present during data collection. The researchers were committed to value, respect and listen to children whose parents' presence during data collection helped maintain strong protection systems and procedures ensuring the children's safety and wellbeing at all times.

Petra Hitková, Mgr. PhD. is an assistant professor at the English language and literature department at the Faculty of Education, Trnava University in Trnava, Slovakia. She teaches bilingual education and CLIL, Courses in Methodology, and English Grammar. She focuses her primary research on bilingualism and using storytelling and narrative techniques from early childhood. She spent 8 years working for the British Council and was a certified examiner for the Cambridge exams including Young learners English Tests Starters, Movers a Flyers.

Zlatica Jursová Zacharová, Mgr. PhD. is an assistant professor in Developmental and Educational Psychology at the Department of Psychology and Pathopsychology at the Faculty of Education, Comenius University in Bratislava, Slovakia. She teaches general, developmental, pedagogical, school, and counselling psychology. Her primary research interests focus on developmental psycholinguistics, first and second language acquisition, bilingual teaching, and teacher training as an innovative learning and using smartphones, social media, and videogames in different ages



Challenges of primary school teacher training in language education – Experiences of out-of-field Mandarin teaching in New Zealand

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

The study is set in New Zealand where the curriculum places an expectation on schools to establish foreign languages programmes to enhance students’ communicative competence and intercultural capability. A growing number of schools therefore introduces languages for younger learners. However, foreign languages are not included in primary school teacher training and many teachers lack linguistic and pedagogical expertise in teaching a language. This unique context forms the backdrop of the two teachers in this study: they are at a primary school where all classroom teachers offer Mandarin as out-of-field teaching to nine to 12 year olds once a week. Teachers rely on self-study and native-speaker students for language learning. The two experienced female teachers in the study critically reflect on their school’s version of teacher training, and their own journeys of teaching Mandarin. They highlight several school-targeted opportunities for professional development, the benefits of ongoing interaction with colleagues, and collaborative content planning. The teachers report on their experience with various teaching approaches from total immersion to only teaching cultural aspects, a study abroad opportunity in China, and their commitment to learning a new language in their spare time. The study uses a qualitative approach based on the teachers’ individual reflective processes and semi-structured interviews. While both teachers perceive their school’s pedagogical model and their journeys as a success, particularly in the absence of pre-service language teacher training, they emphasise the challenge of sustaining language teaching through a model that relies solely on teachers’ commitment to additional linguistic and pedagogical learning.



Challenges of using Project Based Learning in early CLIL

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages Additional languages	6 – 12	Classroom practices in bilingual/multilingual education

Content and Language Integrated Learning (CLIL) has become one of the most frequent teaching models used as a pivotal element of bilingual programmes. Over the last two decades, there has been much debate about what methodological strands should be taken to encourage such programmes. Since one of the objectives they pursue is to improve the use of the foreign language as a vehicle for communication by students, it seems evident that methodological strategies should be promoted to provide the opportunity to maximize the use of the language within the classroom and, if possible, outside it. In this respect, project-based learning (PBL) is depicted in principle as a suitable proposal for CLIL, for its implementation will entail an increase in language management, especially concerning the content, which in theory will result in an improvement in students' ability to perform academically more effectively. Nevertheless, there might not be such a straightforward cause-effect relationship, it is, therefore, necessary to dig deeper into the real impact of the use of PBL on the learning process. This paper describes the results of analyzing qualitatively its influence from the students' point of view, focusing on how they tackle and solve the challenges arising. Results show the students' first-hand their views with respect to the benefits of working by projects but also their concerns regarding the use of this teaching and learning model.

Rosa Sánchez García is a Teacher at the Loyola University, where she teaches in the areas of bilingual education in early stages. She possesses a wide experience in training teachers in bilingual education programmes and in teaching English to multilevel students. She is currently preparing her PhD. Thesis on the effects of Project Based Learning in the early stages of CLIL programmes.

Víctor Pavón-Vázquez is Assistant Professor at the University of Córdoba (Spain). He is a member of the Committee for Language Accreditation within the CRUE and Head of the Dept. of English and German Philology at the University of Córdoba. His current interests focus on research and development for capacity building of university staff to support the implementation of bilingual education programmes.



Changes in the perception of multiculturalism and multilingualism in the early childhood education system in Israel: Ecological policy in Nof-Hagalil

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	0 – 6	Language policies for early years

The city of Nof-Hagalil, located in northern Israel, has approximately 41,000 residents of mixed origins: 34% are new immigrants, 29% are Israeli Arabs. 42% of the city's first-graders speak more than one language. For the vast majority of these children, their level of Hebrew as a second language (L2) is poor, and may be a predictor of developmental and academic difficulties. The future of a child is largely determined by the place in which s/he is born and raised (Shonkoff & Phillips, 2000). Therefore, the locality is an arena with significant influence. Over the years, diverse programs designed to improve kindergarten children's Hebrew have yielded unsatisfactory results overall. Consequently, a need to expand the purview and to take action was identified. This led to the multidisciplinary planning of an intervention program with two main objectives: 1) Raising awareness of the importance of relating to the child's heritage language and culture and 2) Promoting a holistic approach to the city's early childhood multilingualism policy. An intervention model was designed by a partnership among four parties comprising: Nof-Hagalil Municipality, the Israeli Ministry of Education, the Rashi Foundation, and Oranim College. The model contains three steps: 1) Formation of learning groups comprised of formal and informal educators and policy makers. 2) Application of what is learned in step one in pilot kindergartens and day-care centers, with research follow-up. 3) Modeling and formulating a new early childhood multilingual and multicultural policy in Nof-Hagalil.

Dr. Orit Dror. Orit Dror is the head of the Israeli Institute for early childhood education. Until 2020, Dr. Dror was the head of early childhood department for undergraduate studies at Oranim Academic College. Dr. Dror is the coordinator of early childhood forum at the national center for programs in teacher education (MOFET institute), a member of the Israeli pre-early childhood lobby and a fellow of Mandel Institute. Previously, she served as a pedagogical guide for students in the department (2008-2014), and as an occupational therapist (1995-2008) in several institutes (kindergartens, schools and learning centers). Dr. Dror holds a Ph.D. (Haifa University, 2014), an M.A. (Tel-Aviv University, 2001) in education and B.O.T. in occupational therapy (Tel-Aviv University, 1995).

Prof. Mila Schwartz. Prof. Schwartz received her first degree from the Pedagogical State University of Saint-Petersburg in linguistics and literature. She completed her MA and PhD in the University of Haifa, in learning disabilities and literacy development among bilingual and trilingual children. Prof. Schwartz conducted her post-doctoral studies in Ben-Gurion University, Israel (the Kreitman Foundation Fellowships), and in Ontario Institute for Studies in Education of the University of Toronto. Her research interests include studying language policy and models of early bilingual education, linguistic, cognitive, and socio-cultural development of early sequential bilinguals, family language policy and bilingual teachers' pedagogical development. In this research she focusses on two unique populations: Second generation Russian-Hebrew speaking immigrants from the former Soviet Union and Arabic and Hebrew-speaking children enrolled in bilingual bi-national education in Israel. She managed numerous research projects and published over 60 empirical papers in peer-reviewed scientific journals and book chapter.

Dr. Nurit Kaplan Toren. She received her Ph.D. in Education and Human Development from the University of Haifa, Israel (2005). She started her career as a high school educational counselor and teacher and currently teaches Educational



Psychology at the University of Haifa and Oranim College of Education. Her research examines the structure of parents' educational involvement and its effect on students' school functioning, with particular focus on antecedents of parents' educational involvement in the context of culture and age (from early childhood to adolescents). Lately she focused in her study on ways to promote parents -teachers trust relationships. She is member of the executive committee of Oxford Symposium in School-Based Family Counseling (SBFC) and the editor of the proceedings of the oxford symposium in SBFC. Editor of the book "Parental involvement practices, improvement strategies and challenges"



Children literature, affect and language learning: a teacher training course proposal

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

This paper presents initial results from on-going research project on in-service teacher training proposal, which highlights the affective dimension of the learning process, as well as instigates teacher to introduce children literature in their pedagogical practices. Based on Vigotski (2007, 2009) it is assumed that the process of knowledge appropriation by the student involves not only cognitive but also affective aspects, and these dimensions are inseparable. Thus, in the teacher training course, it was intended to show English teachers from Brazilian public schools how the teaching and learning process is affectively constituted. The course consisted in continuous meetings in which contents such as affect, critical English language teaching for children and literature in language teaching were discussed. The study of these themes emphasized the relationship between theory and practice, as its aim was to lead the teachers to reconstructing their teaching plans, taking such contents into account. The research data consists on recordings of the meetings, interviews with the teachers and the plans written by them. This paper will address the procedures used in the course and the impacts that this proposal had on the teachers. The results indicate the relevance of the practical work in the course and that the cooperation between the group members was essential for the teachers to take ownership of the discussed concepts and to develop their teaching plans. The data discussion emphasizes the critical perspective in the teaching plans, as well as the teachers' understanding of the relationship between affect and teaching-learning.

Orlando Isabela is a doctoral student in Education at UNICAMP and Kindergarten teacher, Isabela has a master's degree in Education and a degree in Pedagogy from the same institution, with an academic exchange period at Universität Siegen (Germany). She is involved with studies in the area of Educational Psychology and main interests include: Affect and pedagogical practices; English language teaching and learning; children literature in teaching



Creating New Pedagogical Possibilities Through Translanguaging in a Heritage Language Classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	6 – 12	Classroom practices in bilingual/multilingual education

In the last few years, a good number of studies have explored the notion of translanguaging as a useful pedagogical tool. However, these studies were predominantly conducted in dual language programs in which students are taught in two languages, and rarely utilized in heritage language classrooms. This study examines how translanguaging creates new pedagogical possibilities in a heritage language classroom. This is an ethnographic case study, which involved interviews and yearlong classroom observations of grade 3 and 4 Korean heritage language class in a church-based school in Canada. During the first half of the data collection period, a Korean monolingual, textbook-driven approach was observed from the focus teacher, Mr. Park, and that approach involved teacher-led discourses, separation of students by proficiency levels, and textbook content irrelevant to students' lives. During the second half of the data collection period, in which translanguaging was utilized through an activity-oriented approach, students' dominant use of English was disrupted and student separation by proficiency levels was eliminated. Translanguaging enabled students who were at various points along the bilingual continuum to utilize their full linguistic and cultural resources while completing these activities together, and these activities were authentic, reflecting their real lives. This study showcases how translanguaging was utilized in different activities, and concludes that translanguaging in the context of heritage language learning bridges the language and culture of the ethnic community and of the dominant society, allowing all children to freely move between these two linguistic worlds, mediating their identities, sharing experiences, and co-constructing knowledge.

Dr. Soon Young Jang is an Assistant Professor in the Early Childhood Studies Department at California State Polytechnic University, Pomona. She obtained her Ph.D. in Language and Literacies Education at the University of Toronto, Canada. Her research interests include children's bilingualism and biliteracy, heritage language learning, translanguaging, and language policy and practice.



Critical Multiculturalism with Children’s Literature

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 Emily **Bong** (Findings Education, Singapore)

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional, Minority & Heritage languages	0 – 6 6 – 12	Multilingual identity and socialization in the early years

Background. There are a few levels of multicultural education that can be described (Banks, 2013; Banks & Banks, 2004; Gopalakrishnan, 2011). At the most superficial level, a multicultural perspective may merely constitute the observances and studying of cultural artifacts and practices of different cultures as in liberal multiculturalism. At a higher level, multifaceted issues are brought to light so that several perspectives and insights can be examined. Empathy building through interactive storybooks can challenge children to emotionally and cognitively understand the perspective of protagonists who are dissimilar from themselves.

Methods and Results. Critical content analysis was used as research method. Code categories through content analysis of selected children’s literature picturebooks were formed by both directed and conventional content analysis. The criteria for these book titles included the use of more than one language and translated titles with varying degrees of translanguaging and/or code-switching. These code categories include codes such as themes with a social justice/equity issue, involving inclusivity, discovering new worlds/other cultures, language/ethnicity/religion diversity, and/or having multidimensional characters from minority or marginalized groups.

Conclusion. The potential of bi/multilingual books in promoting critical multiculturalism is examined through the study. Priorities of teachers early learning settings have often been focused in other areas of learning (Adam et al., 2019). However, there are strategies that can be adopted in integrating the use of multicultural literature that portrays cultures and languages other than the mainstream with these learning priorities.

Dr Patricia Ong completed her doctoral thesis at the University of Waikato in 2021. Her thesis is entitled ‘Curriculum Enactment, Challenges and Enablers in Early Childhood Education.’ She has a wide range of research interests including the 21st century curriculum and culturally relevant practice. She has been an educator mainly practising in Singapore and New Zealand.

Emily Bong received her Bachelor of Arts (Honours) from the National Institute of Education, Singapore, majoring in English Literature and Drama. She has been an educator in Singapore for many years specialising in English Language and Literature..



Culture-related content in textbooks for young language learners

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Materials design and development in early language education

Young language learners (YLLs) should be encouraged to develop their intercultural competence early on in order to become capable of negotiating their own cultural identity as well as mediating between cultures (Hall, 2001). To achieve this, teachers working with YLLs require guidance and support, as well as readily available resources on the source culture and other cultures. As most teachers rely on textbooks in their teaching, which means that the textbooks often dictate the curriculum (Ishihara, 2010), it is important that they contain the necessary materials to facilitate the fulfilment of these goals. The aim of the present study was to analyse EFL textbooks used with Croatian children in grades 1 to 4 (ages 6 – 10) to determine the extent to which they contain culture-related elements, as well as which elements are incorporated and how. Six sets of textbooks (24 in total), both local and international, were analysed by counting pages with cultural content. Furthermore, a qualitative analysis was conducted to determine if the elements of the source, target or other cultures are dominant in the textbooks and whether learners are merely presented with information or encouraged to engage with the material in a deeper way. The results of the study indicate that there is a lot of potential in the textbooks, but also great scope for improvement when it comes to culture-related content. The responsibility seems to remain overwhelmingly on the teachers to select and interpret appropriate materials and maximise the potential of what is available to them.

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Eva Jakupčević is a research and teaching assistant at the Department of Teacher Education, Faculty of Humanities and Social Sciences, University of Split. Her research interests include young language learners, pragmatics, classroom discourse, and EFL teacher education. <https://orcid.org/0000-0002-6695-4531>



Designing Foreign language material for young learners and their teachers in France

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Materials design and development in early language education

The increasing demand for teaching/learning foreign languages from a very early age (kindergarten and elementary school) in France has led us (as author, teacher trainer and researcher) to design, develop and test an array of school materials based on holistic, multilingual and multidisciplinary approaches that we have published in the last decade :*Speak and Play* (2007-2011),*Roxy and Me* (2013), *Les voyages de Jazz*, (2017), *Meet the classics* (2018), *All Together* (2019), and *Flash Time* (2021).The poster we would like to present in Granada focuses on the theoretical foundations of such an enactive approach and the linguistic, metalinguistic, psycho-social and cognitive impacts these various materials may have had and are currently having on both children and teachers in some French pre-primary and primary schools.

Anne-Marie Voise is a teacher trainer, author and assistant-professor at Paris-Est-Créteil University, . Her research interests include oral interactions in pre-primary and primary education, language awareness and pre-service schoolteachers' education.



Developing a collaborative approach to EFL in early childhood teacher education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Teacher training on early language education

Early childhood research and policy recommendations indicate that foreign languages should not be taught separately from other areas, but integrated and contextualised within existing classroom practice. On such accounts, priority attention is given to the development of learner motivation and the stimulation of positive attitudes towards language learning. The collaborative efforts of all early years' educators are fundamental to such approaches. Our study was carried out within the context of a compulsory module at a Catalan university which embeds foreign language teacher training within its early childhood education degree programme. A mixed method design using questionnaires, focus groups and classroom observations was applied over a 3-year period to explore pre-service teachers' views on introducing EFL in the early years. Results obtained prior to the teaching intervention reveal beliefs that are out of sync with current goals and policies: reproducing deficit views of non-language-specialist teachers; diminishing possibilities for fully collaborative practice; and reinforcing the idea that language teaching should be done separately, by a specialist. Results obtained during the post-intervention stage show significant changes in attitudes and beliefs. Findings highlight the need for strategic action within teacher education programmes to empower future educators to develop collaborative practice focused on the primary goal of developing positive attitudes to language learning.

Dr Julie Waddington is Lecturer (Professora Serra Húnter) in Language and Literature Education at the University of Girona. Her work focuses on foreign language teaching in childhood education, the role of children's literature in promoting holistic language learning, and questions related to learner and teacher identity. She has published on language education in journals such as Language, Culture and Curriculum; System; ELT Journal; and European Early Childhood Education Research Journal, among others.

Alexandra Bos is an associate lecturer in Language Education at the University of Girona. She combines her work at university with her job as a language teacher in the Catalan Secondary School Education system. With an academic background as a Translator and Interpreter, she has also served as a research officer in a variety of international Higher Education projects focusing on Multilingualism. Her research interests focus on language teaching as well as English as a foreign language and L2 motivation.



Developing children’s Maltese language proficiency in a multilingual Early Education setting

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	0 – 6	Early bilingual/multilingual education

This qualitative study explores the context of four kindergarten settings located in an Independent School in Malta, where the main language of schooling is English. Observations, reflective journals and individual and focus group interviews are some of the research methods utilized during the field work phase.

The Action Research methodology adopted involves close collaboration between the researcher and the educators who are experts in their field and the main agents of change at the micro level. The aim is to build on the good practices already in place and to co-construct a robust language ‘programme’ which involves more widespread use of the Maltese language.

This study traces the different stages necessary for this paradigm shift to occur, thereby enabling the closer alignment of practice with theory and policy.

Anna Paris. I am currently conducting the field work component of my PhD research project on language learning in the Early Years. My Masters’ degree completed in 2018, was in Comparative Euro-Med Studies. My work experience has been in both TEFL and in mainstream education: I worked in a number of language schools in Malta and overseas and then held various senior management and teaching roles in a Primary School. My main interests are in bilingual and multilingual education.



Early English Language Learning and Teaching in Cyprus: The Use of Language Portrait Technique

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early bilingual/multilingual education

Language portraits is one of the popular methods used by language educators and (foreign) language researchers in recent years (Krumm 2005; Busch 2006; Mossakowski & Busch, 2008; Jakobsen, 2011). Language learners paint a body silhouette using different colours for different languages of their linguistic repertoire, reflecting their linguistic and cultural identities, attitudes to the language(s) they are learning and use in their everyday life, towards bilingualism and multilingualism. The scope, location, choice of colours, use of symbols as well as written and/or verbal comments that accompany language portraits can help the researcher get a deeper insight into their language experience and perceptions. The aim of this study is to investigate linguistic repertoires, language experience, perceptions, attitudes and beliefs of the primary school children, who learn English as a foreign language in Cyprus. Overall, 84 children (53 girls and 31 boys, 6-12 years old, Mean=9.9, SD=2.09, 1st-6th grades of the primary school, beginner-intermediate level of English proficiency). The participants were asked to do the language portrait task during one of their English classes at a private institute. The results showed that the students differentiate between Cypriot Greek and Standard Modern Greek regarding their linguistic repertoire. English plays an important role in their lives as well as French and other minority/immigrant languages such as Russian, Romanian, Swahili. Language portrait technique can help to increase students' metalinguistic awareness, the potential of their linguistic resources, to get a better understanding of the students' attitudes towards the languages and their positioning in a multilingual society.

Dr Sviatlana Karpava is a Lecturer in Applied Linguistics at the Department of English Studies, University of Cyprus, Linguistics Section and the Testing, Teaching and Translation Lab Coordinator. Her area of research is applied linguistics, first/second/heritage language acquisition, bilingualism/multilingualism, sociolinguistics, teaching/education; language loss/shift and attrition, family language policy and intercultural communication.

Ms. Elena Kaourani is a PhD student, under supervision of Dr Sviatlana Karpava, at the Department of English Studies, University of Cyprus. Her research project focuses on active learning pedagogy and its impact on learning – "When active learning and high academic achievement intersect: Exploring the impact of active learning pedagogy in the EFL classrooms in Cyprus". She is teaching English as a Foreign Language in private education in Cyprus.



Early foreign language teaching in Germany: Recent political and curricular developments

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Language policies for early years

Two of the largest states in Germany, Baden-Württemberg (BW) and North Rhine-Westphalia (NRW), have turned back the clock and moved early FLT back from a start in Year 1 to a start in Year 3. Also, there are ongoing debates in other states about the future role of early FLT with regard to regional curricula as well as the manifest need for nation-wide minimal standards of education.

Our current research project focuses on these recent developments that have taken place in the field. By means of the research method “document review” we look first at official documents (here: curricular guidelines of BW, NRW and of those German states where new curricula have been introduced since 2015). In a second step, we analyse public documents (here: course book material for primary FLT) in order to assess to what extent curricular changes have led to actual changes in the design of topical teaching materials.

Special attention will be paid to the question of how BW and NRW organize the changes in contact time, i.e. how the content of four years of teaching EFL are taught in only two years. Also, we intend to discuss and illustrate new fields of attention for early FLT, e.g. connected to the Phonics Approach and to topics like gender diversity and sustainability.

Margit Hempel’s research focuses on how young learners learn how to speak. Presently she does research on the influence of course books, media, and materials on the development of oral competences of students during the transition from primary to secondary school.

Jutta Rymarczyk’s research interest focuses on how young learners learn how to read and write in two languages (English and German). She also looks into the use of the Phonics Approach in this context and whether teachers include its basics in their feedback to their students’ first spelling attempts. Further fields of interest include CLIL programmes at primary and secondary level. This is closely connected to the use of works of fine arts in the EFL classroom and in museums.



Early Heritage Language Learning in Multilingual Families in Cyprus: Family Language Policy, Emotions and Well-being

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	0 – 6 6 – 12	Multilingual identity and socialization in the early years

Bilingual and multilingual families in immigrant, minority, language contact settings face various challenges that are related to their affective, emotional domain and well-being (De Houwer, 2006, 2015; Little, 2017; Wang, 2013). This study investigated the interrelationship between family language policy, emotions, socialization practices and language management strategies of Russian immigrant families in Cyprus. Eighty bilingual/multilingual families, belonging to low-middle-high socio-economic class, residing both in rural and urban areas, were under investigation: 40 mixed-marriage (Russian wife and Greek Cypriot husband) and 40 Russian-speaking (both spouses Russian) immigrant families residing in Cyprus. Our data sources included: a questionnaire (Otwinowska-Kasztelanic and Karpava, 2015) about the families' general background, the parents' socio-economic status, and their children's language proficiency; semi-structured interviews with the families who were willing to participate; ethnographic participant observations (diaries), and oral spontaneous bilingual/multilingual production. A very thorough analysis of diverse family types revealed both differences and similarities among Russian-speakers in Cyprus and their family language practices. Russian-speakers incorporate a wide range of language repertoires for their everyday lives. Multilingualism and the maintenance of the Russian language and culture are usually encouraged as well as the development of Russian-language literacy of their children, and parents often choose the one-parent-one-language approach at home. In many cases, family language practices are characterised by translanguaging that enhances dynamic bilingualism/multilingualism and emotional well-being at home. However, not all of the efforts result in successful language transmission, which can be due to individual and/or societal differences and family configurations.

Dr Sviatlana Karpava is a Lecturer in Applied Linguistics at the Department of English Studies, University of Cyprus, Linguistics Section and the Testing, Teaching and Translation Lab Coordinator. Her area of research is applied linguistics, first/second/heritage language acquisition, bilingualism/multilingualism, sociolinguistics, teaching/education; language loss/shift and attrition, family language policy and intercultural communication.



Early Language Learning and the use of Multimedia resources a way of promoting gender equality

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Multimedia and multimodality for multilingual education

This conference paper aims at studying the use of a filmic text as a way of addressing gender equality and, more specifically, new masculinities in the Early Language Classroom. To this end, we have carried out an analysis of the film *James and the Giant Peach* (from now on, JGP), originally written by Roald Dahl (1995), but launched as a children’s film a year later (directed by Selick, 1996). Our analysis examines the portrayal of the main character, James Henry Trotter, in different spheres, namely; his body, actions performed, as well as his fundamental concerns and fears. The core findings highlight the importance of working gender issues in the classroom while acquiring a foreign language throughout the exposure to the target language. In the same way, the use of JGP in the classroom will lead us to create safe environments while promoting children’s self-development (Birthisel, 2014).

Manuel Jesús Cardoso-Pulido is a junior lecturer at the University of Granada (Department of Language, Literature and Education). His research interests are emotional intelligence, teacher wellbeing, and queer theory, with special focus on pre-service language teachers training.

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Educating for global citizenship and positive peace through the awakening to languages approach: a case study with children in institutional care

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Early bilingual/multilingual education

Global citizenship education (GCE) has been deemed an educational imperative of the 21st century to respond to the times of unprecedented change we are living in (Tarozzi & Torres, 2016). Existing research with preschool children indicates that GCE nurtures personal respect and respect for others, and raises children’s civic engagement (Hancock, 2017; Twigg et al., 2015). These are fundamental aspects in creating and sustaining peaceful societies and contributing to positive peace (Galtung, 1996). Despite this, empirical studies focusing on GCE pedagogies for the early years are still lacking, particularly in non-formal contexts.

This study aims to understand the contribution of the Awakening to Languages approach, a multilingual and cross-curricular approach to language education (Candelier et al., 2017), in the development of attitudes and values conducive to global citizenship and positive peace. The study was guided by qualitative methodology and was conducted with a group of Portuguese children aged 3 to 6 living in a residential home run by a religious congregation. Children participated in a five-month-project titled “A house where we all can fit”, which included multilingual activities and virtual exchanges with children in similar care institutions in Colombia and Tanzania. Data were collected via questionnaires, self-assessment sheets and fieldnotes, which were treated using content analysis. Results suggest that the activities promoted children’s awareness of and respect for diversity, raised their self-awareness and self-esteem, and helped them develop a broader sense of belonging. Implications of these findings for GCE research and practice in the early years are discussed.

Vera Silva is a schoolteacher and an MA student in Education and Training at the Department of Education and Psychology of the University of Aveiro, Portugal. She has a degree in Modern Languages and Literature and 17 years of teaching experience mainly in primary and secondary education. She is also a volunteer in a residential home run by a religious congregation. Her research interests include peace education, language education and multiculturalism.

Mónica Lourenço is a researcher and teacher educator at the University of Aveiro, Portugal. She has a PhD in Didactics and Teacher Education and over 15 years of experience teaching and supervising students in the fields of language didactics and early years education. Her main research interests include global citizenship education, plurilingualism, and education for linguistic and cultural diversity.



Efectos del lenguaje oral en el proceso de aprendizaje del inglés en las primeras edades

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Early language teaching and learning

El interés por el aprendizaje del inglés ha crecido de manera sustancial en los últimos años, hasta el punto de ser uno de los aspectos de mayor consideración en la nueva ley educativa. Está fundamentado empíricamente que el desarrollo del lenguaje oral favorece el aprendizaje del lenguaje escrito en la adquisición de la primera lengua, sin embargo, falta esclarecer con mayor detalle cuales son las vinculaciones existentes entre el desarrollo del lenguaje oral en la lengua materna y el acceso al aprendizaje de una segunda lengua, en concreto entre el castellano como L1 y la lengua inglesa. El propósito de este trabajo se centra en analizar las relaciones existentes entre el dominio de los distintos componentes de la lengua oral y el aprendizaje de la lengua inglesa, analizando si los estudiantes que tienen un buen desarrollo del lenguaje hablado en la lengua materna en las primeras edades presentan una mayor competencia comunicativa en inglés. Para ello, se analizan los distintos componentes del lenguaje y se valora el grado de dominio adquirido en ambas lenguas. Se empleó un diseño cuasi-experimental de comparación entre grupos con medidas pretest y postest. En el estudio participaron 124 aprendices con edades comprendidas entre los 5 y los 6 años. Los resultados indican que el desarrollo del lenguaje oral en castellano en las edades tempranas favorece la riqueza léxica en una segunda lengua, lo cual es relevante para el diseño de modelos de enseñanza para el aprendizaje del inglés en la práctica del aula.

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Montserrat Planelles Iváñez es Doctora en Lingüística y Profesora Titular de Filología Francesa del Departamento de Filologías Integradas de la Universidad de Alicante. Ha sido docente y coordinadora de lengua francesa para el turismo en el Grado en Turismo y en el máster de Dirección y Planificación del Turismo. En la actualidad su docencia se centra en la lexicología sincrónica y diacrónica y en la lengua francesa general y especializada en el Grado de Estudios Franceses.



Engagement in the Primary Language Classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Background. In recent years, greater interest has been paid to the social, contextual and situational processes involved in language learning, with findings suggesting the influence of social and contextual factors on the efficacy of interaction between learners in primary education. Consequently, calls have been made for more studies in this area, including studies on learner engagement, described as a “state of heightened attention and involvement in which participation is reflected not only in the cognitive dimension, but in social, behavioural and affective dimensions as well” (Philp & Duchesne, 2016, p.51).

Methodology. This study attempts to give a more holistic understanding of how primary EFL students learn by exemplifying their cognitive, social, and affective engagement, and illustrating how these interrelate during task-based peer interaction by analysing questionnaires and transcripts of interaction between thirty-six, 9-10 year old EFL learners.

Results. Results show that learners expressed cognitive engagement principally by requesting and providing lexical assistance. Social engagement was manifest through a mutual joint focus on the task and affective engagement could be seen through the use of humour and laughter. A correlation between social and cognitive engagement was also noted, with greater social engagement corresponding to greater cognitive engagement.

Conclusion. This study is a first step in furthering our knowledge of how engagement can facilitate learning during oral interaction in the primary EFL classroom and has pedagogical implications for teachers when pairing learners.

Carolyn Leslie has a Ph.D. in Foreign Language Didactics and is an Assistant Professor at the NOVA School of Social Sciences and Humanities, Lisbon, where she teaches on several Master’s Degree courses including a pre-service MA in Teaching English in the First Cycle of Basic Education. Her research interests lie in peer oral interaction, task-based learning, learner engagement and primary assessment.



Engaging teachers with multilingualism in pre-service teacher education: DLCs as a visual and artefactual approach

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Teacher training on early language education

As linguistic diversity in society and schools around the globe is increasing, teachers are required to meet the challenges of teaching children who live with multiple languages. However, teachers are seldomly required to reflect on, and engage with their own multilingualism, which forms the basis for a subjective and experiential approach to educating teachers multilingually.

This paper reports on a study of teachers' engagement with own multilingualism in a pre-service teacher education context. Embedded in an arts-based visual methodology this study uses the concept of Dominant Language Constellations (DLCs) as both a theoretical underpinning and a creative qualitative tool for collecting data. It includes 14 DLC artefacts of future teachers of English in Grades 1-7 and Grades 5-10 in northern Norway, and is supported by oral and written narratives.

Plurisemiotic analysis of teachers' DLC artefacts indicate that teachers 'see' or perceive themselves as plurilingual individuals for the first time. Their artistic choices in terms of colour, shapes and layout divulge their complex relationship with their languages. Furthermore, they reflected on the classroom implications of including multilingual practices in a context of increasing linguistic diversity in Norway, through capitalizing on their own and potentially their learners' multilingual identities.

Nayr Ibrahim (PhD) is Associate Professor of English Subject Pedagogy at Nord University, Norway. She has over 25 years of experience as teacher, teacher educator, manager and researcher in English and bilingual education in Portugal, France, Egypt, Hong Kong and now Norway. Her publications include Teaching Children How to Learn (2015) with Gail Ellis, and her research interests are bi/multilingualism, early language learning, multiple literacies, language and identity, intercultural learning, learning to learn, children's literature and children's rights.



English in Inclusive Multilingual Preschools: Researching the Potential of a Teacher Education Model for In-Service Teachers

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	3 – 6	Early language teaching and learning

Teaching English as a foreign language (EFL) in pre-primary level varies greatly from context to context, from teacher to teacher and from discussion to discussion. While there is general agreement that early language learning of foreign languages should start as early as the pre-primary level, in reality it has become a controversial issue and a professional quandary for many pre-primary teachers. The research which will be presented at the conference takes this situation as its point of departure and focuses on the development of an EFL teacher education model for in-service preschool teachers to gain the competences needed to teach EFL effectively and inclusively in their respective contexts. The research project was carried out as a longitudinal multiple case study, following a participatory action research approach and took place in a multilingual kindergarten with four participating teachers as individual case studies. In this conference I will report on the status quo of teaching English in pre-school at the time of the research, which involved scepticism towards introducing English due to contextual features, and will discuss the results of the appropriateness and potential of the teacher education model, organised as in situ, based on action research. Results showed that English can be established as a regular curricula component in a multilingual preschool context if the right support is provided.

Kirsten Birsak de Jersey is a lecturer at the university of Education, Freiburg. Her research area is teaching English as a foreign language at the pre-primary level. Her interests are in the task-based language learning approach, storytelling, intercultural awareness and teacher education through participatory action research. She has taught English at both pre-primary and primary school levels for over 20 years and is a class teacher in an English immersion pre-school.



English-Spanish bilingual acquisition of English monotonatives in the active and passive voice from birth

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages Heritage languages	0 – 6	Early bilingual/multilingual education

Background. This study investigates the acquisition of English active (1) and passive (2) structures, as examined in the longitudinal spontaneous data of English-Spanish bilingual children available in CHILDES (MacWhinney, 2000). These data are compared to those of English monolinguals, as reported in previous studies (e.g., Akhtar, 1999; Stromswold, 2005). Two main issues are addressed: potential crosslinguistic acquisition effects from Spanish into English (or lack thereof) and adult input effects in the children’s spontaneous production.

- (1) I had it [active; Leo, 6;03, the FerFuLice corpus]
- (2) They got picked [passive; Leo, 3;03, the FerFuLice corpus]

Methods. We analyze the spontaneous production data from eight English-Spanish bilinguals (ages: 1;01 to 6;11), and the adults that interact with them (Table 1).

Table 1. The selection of the English-Spanish bilingual data

Corpora	# files examined	Child	Gender	Age range	Social context in which the children were raised
Deuchar	11	Manuela	F	1;03–3;03	English (UK) Spanish (Spain)
FerFuLice	115	Leo and Simon	M	1;01–6;11	
Pérez	16	Alberto	M	1;08–3;00	English (USA)
	3	Antonio	M	2;11–3;02	
	21	Carla	F	2;00–3;03	
	6	John	M	2;00–3;03	
	2	Sheila	F	2;02–2;11	

Results. Our data have revealed that bilinguals start producing passives at the age of 3, later than actives that emerge at the age of 2. This order effect is also seen in the lower incidence of passives when compared to actives (Table 2), as also reported for English monolinguals (e.g., Marinis, 2007).

Table 2. The overall production of English-Spanish bilingual children and adults

	Active	Passive	Total
Children	10,393 (95.2%)	525 (4.8%)	10,918 (100%)
Adults	2,370 (94.6%)	135 (5.4%)	2,505 (100%)
Total	12,763 (95.1%)	660 (4.9%)	13,423 (100%)

Conclusions. The distributional properties of the two Spanish passive types do not seem to have interfered in the bilinguals’ acquisition of the English passive type, causing delay. That is, the emergence and the incidence of the two constructions in bilinguals and monolinguals follow similar paths and, therefore, no crosslinguistic influence effects are observed in the bilinguals’ production. Data could be explained in terms of the DP-movement maturation (Borer & Wexler, 1987) and/or by resorting to adult input effects.



Silvia Sánchez Calderón holds an MA on Applied Linguistics, an MA on Secondary Education and a B.A on English Philology. She obtained her PhD in 2018 as part of the the interuniversity PhD Program in Advanced English Studies: Languages and Cultures in Contact at the University of Valladolid. Her main research field is based on the acquisition of dative alternation structures by English and Spanish bilingual and monolingual children using data from the CHILDES project (MacWhinney 2000). From November 2019 she works as an assistant professor at the National Distance Education University (UNED).

Raquel Fernández Fuertes is an associate professor in the Department of English at the University of Valladolid (Spain) and she is the director of the UVALAL research group (University of Valladolid Language Acquisition Lab). She specializes in linguistic theory, comparative grammar and bilingual acquisition. In her research she makes use of linguistic theory and, in particular, of minimalist premises in order to account for language-contact phenomena and the latent relationship between native and non-native acquisition. This is achieved by means of the analyses of spontaneous and experimental data elicited via different methodologies..



Enhancing plurilingual competence through translanguaging: Findings from a service-learning program for language learning at an early age

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

Since 2018, a service-learning program has been implemented in a primary school of Belgrade area, Serbia, with two broadly defined objectives: to promote plurilingual education at an early age and to provide teaching experience to pre-service Spanish language teachers educated at the University of Belgrade. The program itself represents a Spanish language course offered in the duration of four months to the pupils of the grades 1st – 4th (age 7 to 10). Importantly, the Spanish language is the second foreign language (FL), since the first FL, introduced in the first grade, makes part of the compulsory curriculum. Hence, the young children, who participate in the program, are encouraged to reflect on their plurilingual experience and to incorporate translanguaging in their repertoire of language learning strategies. This phenomenological case study explores the experience of pre-service Spanish language teachers who have engaged in both independent and team teaching within this service-learning program. Through the analysis of data, gathered through reflective reports and in-depth interviews, we explore how this experience affects the development of a critical and enquiring approach to learning and teaching of future Spanish language teachers. A particular attention is dedicated to their implementation and evaluation of methods that enhance plurilingual competence in early language learners.

Ana S. Jovanović, Ph.D., is an Associate Professor at the Department of Iberian Studies, Faculty of Philology, University of Belgrade. Her primary research interests reflect her transdisciplinary approach to topics related to second language acquisition, curriculum development, critical pedagogy, and intercultural education. She published two monographs and over 30 peer-reviewed articles in edited volumes and journals. She is currently the vice-president of the Association for Foreign Languages and Literatures of Serbia.



Family agency in providing English language learning through the lens of good parenting

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6 6 – 12	Language policies for early years

The acquisition of a second language is, currently and increasingly, a priority for families since English proficiency has become a must in our globalised world. In this sense, parents follow different interactional approaches for their children second language acquisition implementing family language policies and promoting additive bilingualism as a practice.

Families are aware of linguistic supremacy that English has, after all, English is the language of the Internet, of the global market, it is the language of the world and its proficiency is highly necessary if they want to ensure children’s success and well- being in their lives, that is why parents strive to reap future rewards that will ensure an economic and personal welfare to their children.

This study analyses the decisions, strategies, and motivations of monolingual Spanish families such as, parental choices and expectations can be considered agentive in the development of family language practices. In this sense, parental decisions are linked to the idea of good parenting since to achieve the desired goal of their children English proficiency they make great personal and financial efforts. Families try to maximize children’s exposure to English and ensure its acquisition, for this, parents create opportunities and develop some strategies for the kids to use the target language.

Ana Belén Alarcón is an associate professor at the University of Castilla-La Mancha. She is doing her PhD, her research interests are Family Language Policy and English acquisition in Spanish monolingual families.

Esther Nieto Moreno is a senior lecturer and researcher, Head of Department of Modern Languages of the University of Castilla-La Mancha. Her main research interests are multilingual education and Family Language Policy. She is currently studying English language learning family policies within ENIFALPO research project (Ref. PID2019-106710GB-I00), funded by the Ministry of Economy and Competitiveness of Spain.



Flipped CLIL: a possible solution to cater for diversity in the bilingual class

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Classroom practices in bilingual/multilingual education

Are active methodologies the most appropriate tool to work successfully with the entire student in the context of the bilingual classroom? Active and cooperative methodologies promote the achievement of competences by students, as well as encourage their responsibility and involvement, thus contributing to the achievement of deeper, more meaningful and lasting learning. Andalusia has moved from bilingual sections to fully bilingual schools and in this context, teachers need tools to target students with diverse abilities and backgrounds, that is, to cater for diversity in bilingual classes. That is why the objective of this paper is to know if the Flipped Classroom approach can respond to the different types of student performance in the bilingual primary education (6-12 years) classroom of the Andalusian community. Through a questionnaire answered by 97 teachers from different bilingual primary education schools in the provinces of Jaén and Cádiz, the perception of these teachers has been analyzed about the advantages that Flipped Classroom can provide in terms of techniques to attend to students with different levels of achievement in CLIL programs in primary education in Andalusia. The results show that the techniques of the Flipped Classroom approach are valued very positively as measures that can respond to different levels of performance in the classroom and with this could constitute, in combination with CLIL, a tool to cater for the diversity that arises in bilingual classrooms in Andalusia, providing an approach that aims to respond to the learning needs of all these students.

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From the bottom of your heart to your language classroom! Educating sensitive multilingual teachers

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages Additional languages	0 – 6 6 – 12	Teacher training on early language education

Background. Introducing the concept of TRANSLANGUAGING and its pedagogical applications into the current teacher-training practices fosters boosts early language education.

Method. The present talk is based on my 15-years-long action research conducted in the English Department of an Israeli pedagogical during the course "Language development". 14 groups of students have participated in this action research conducted in 7 action research cycles (the total number of students is 107). The data included the instructors' notes and reflections, the students' projects and personal reflections as well as the results of the anonymous college survey at the end of each semester.

Results. The research revealed the critical role of the trainees' emotional involvement and the value of analyzing their real-life experience. The course has gradually developed into a successful chain of learning activities for the students: preparing the TED talks, developing them into short articles, publishing the articles in a new issue of the department journal "Language Acquisition Research". Assessment rubrics and original scaffolding materials were created.

Conclusion. English-teaching trainees can become agents of vital changes in early language education through raising the awareness of natural translanguaging practices. The action research has given ample evidence to the exclusive role of the trainees' emotional memory, self-reflection, and empathy in boosting educational changes. The action research has helped to develop educational activities appealing to the college students' parenting experience, personal linguistic histories, integrating into Israeli society as new immigrants, childhood memories, linguistic and cultural heritage of their families and communities, awareness of translanguaging in their everyday life. The trainees discover the potential of translanguaging pedagogy in the intricate multilingual tapestry of the Israeli society.

Shulamit Kopeliovich (PhD) teaches Educational Linguistics and Language Development in the Teacher-training academic college Herzog (Israel). She is a mother to four trilingual children raised in the light of her original "Happylingual" approach. Her primary research interests are related to raising multilingual children, Family Language Policy, heritage languages, teaching English for global communication, professional and personal growth..



Gamifying reading and writing: the Octalysis Framework in Primary EFL

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

"Learning to read and write in a foreign language (FL) is considered by teachers as a challenging task for pupils. Some authors claim that the development of both skills in FL in a play-based context of group or pair-work encourages socialization, increasing pupils' engagement. It may encourage them to share knowledge and experiences with groupmates feeling engaged in a less formal way of learning that is related to their enjoyment of play. Studies results focusing on gamification to develop FL skills show similar findings, more precisely on Chou's Octalysis framework, as it is the most recent and the widest model in terms of motivational dimensions.

This presentation shows how Octalysis framework-based reading and writing activities can be conducive to fostering: i) reading and writing in English FL learning by Primary Education pupils in a collaborative project based learning context; and ii) pupils' engagement in a collaborative problem-solving context.

A case study was carried out in a third-grade classroom (8 year-olds) of a Primary private school in Portugal. Sessions, developed in face-to-face and online modes, were organized according to pupils' answers to a questionnaire – to identify their learning preferences. Qualitative data, collected through sessions' audio and video recordings later transcribed, pupils' assignments, group assessments, and cloze tests became the basis of this paper. Results revealed that pupils were motivated and engaged in performing reading and writing tasks, having not only improved their reading and writing skills, but also promoted the development of social and cognitive soft skills.

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Marta Fortunato is a PhD student in Education at University of Aveiro. Her research interests reside in how technological affordances can support foreign language learning. Her other interests include Gamification and Project-based Learning in collaborative problem-solving contexts, which is the purpose of the study she's developing.

António Moreira holds a University of Aveiro PhD in Didactics of Foreign Languages where he performs teaching/research activities as an Associate Professor. Working mainly in postgraduation. He is the Director of the PhD in Multimedia in Education. His main research interests are Cognitive Flexibility, Communities of Practice and Random-Access Instruction.



Gesture as a learning carrier in the foreign language classroom: Towards an embodied learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Classroom practices in bilingual/multilingual education

Humans learn by gesture from birth. However, we still notice today that a majority of learners “learn” a foreign language sitting at their desks for several hours. Language is supposed to be used to communicate, share, express... it is extracted from its context and from its bodily dimension, is totally theorized and transmitted to static beings.

This contribution presents the link between gestures and speech as well as cognitive process involving corporeality leading us towards potential didactics proposals in embodied foreign languages where gestures would take their place, and where learners would become masters of their learning through the language’s physical integration and a situated cognitive process. Our thought is nourished by theories such as mirror neurons, embodied cognition, multimodality or kinaesthetic education from the fields of cognitive science, language didactics and cognitive psychology. Through a comparative study, we defined the impact and the potential cognitive benefits that the integration of gestures can bring into a foreign language learning.

Our research introduced gesture in a French as a Foreign language class in order to remedy the difficulties encountered by bilingual (Arabic/English) learners from 7 to 11 years old acquiring the French verbal system.

Tilia Gamba Kresh holds a Phd in Language Science (Foreign language didactics) from the university Paul Valéry, Montpellier 3, after a 13 years career as a French as a foreign language (FLE) teacher abroad (France, Kuwait, Oman, Palestine, Ethiopia and Morocco). She is currently a senior lecturer at UniKL MFI (Universiti Kuala Lumpur, Malaysia France Institute) and is pursuing her research on the effects of multimodality on the cognitive processes in a foreign language's acquisition.



Heritage languages in the Irish primary school context: an investigation into teachers' attitude and pedagogical practice in the area of support for first language maintenance in bilingual pupils

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	0 – 6 6 – 12	Classroom practices in bilingual/multilingual education

This study investigates Irish primary school teachers' attitudes and practice with regards to heritage languages in bilingual pupils. It has three aims: to explore teachers' views on bilingualism and heritage languages, to examine their practice around support for heritage language maintenance, and to investigate potential changes in teachers' views and practice across the school years. The theoretical framework draws on the role attitudes play in classroom practices (Christopoulou, Pampaka & Vlassopoulou, 2012), and on the relationship between teachers' knowledge, training and approach with bilingual pupils (Flores, 2001). The study utilizes a mixed methods approach underpinned by the pragmatism paradigm. The participants were ninety primary school teachers from six schools in Dublin. Thirty-six of those teachers took part in nine focus groups. Individual questionnaires were completed by ninety teachers. The qualitative data was analysed thematically through NVivo 12, and the questionnaires - through SPSS. The results showed that teachers are aware of the benefits of bilingualism and heritage language maintenance. However, they feel they cannot fully support children in their class to maintain their heritage language. This is due to various barriers such as lack of knowledge, training and resources. A follow-up study has been designed with an aim to design a resource suitable for primary school teachers to support children in their classroom to maintain their heritage language, and to examine the usefulness and applicability of that resource.

Suzanne McCarthy is a current Masters by Research student awaiting an exam to transfer onto the PhD programme at Technological University Dublin (TU Dublin), Ireland. She holds a primary degree in Early Childhood Care and Education from the Technological University Dublin. The research discussed above has received recognition internally and externally: awarded the 2020 Irish Research Association for Applied Linguistics (IRAAL) Postgraduate Master Award. Also winner of the 2020 Technological University Dublin Graduate Research Poster.



How Does a Targeted Course Improve Pre-service Early Learning and Care (ELC) Educators' Competency in Teaching Dual Language Learners (DLLs)?

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages	0 – 6 6 – 12	Teacher training on early language education

About sixty percent of young children in California are Dual Language Learners (DLLs: defined as children ages birth to five who are learning a language other than English at home or learning English and another language simultaneously) (Migration Policy Institute, 2021). DLLs benefit academically and socially from supportive early learning and care (ELC) educators who value their language(s) and culture (Espinosa, 2013; NAS, 2017). Despite the high percentage of DLL children, research (Petig et al., 2018) finds that institutions of higher education (IHE) rarely provide courses that specifically focus on pedagogical content and strategies that prepare ELC practitioners to work with DLLs. This study investigates how a university course with outcomes specifically designed to support DLLs requires pre-service ELC educators to develop competencies to work with DLLs and their families. This research also explores ways pre-service ELC educators' funds of knowledge and societal culture shape their identity and attitudes towards working with linguistically and culturally diverse children. Using a qualitative methodology and critical theoretical framework, this study uses a pre- and a post-survey as well as a pre- and a post-interview. The pre-survey and interview were conducted prior to participants beginning the target course. The post-survey and interview will be collected after the course is completed around December 2021. Key assignments will be also collected and analyzed. Twenty students participated in the pre-survey and six participated in the pre-interview. The preliminary findings will be shared during this presentation. Findings from this study will have implications for IHEs, policymakers, and researchers.

Dr. Soon Young Jang is an Assistant Professor in the Early Childhood Studies Department at California State Polytechnic University, Pomona. She obtained her Ph.D. in Language and Literacies Education at the University of Toronto, Canada. Her research interests include children's bilingualism and biliteracy, heritage language learning, translanguaging, and language policy and practice.

Dr. Giselle Navarro-Cruz is an Associate Professor in the Early Childhood Studies Department at California State Polytechnic University, Pomona. She earned her doctorate in Education from Claremont Graduate University, her M.A in Child Development from California State University, Los Angeles, and her B.A in Psychology with a minor in Applied Developmental Psychology from UCLA. Her research, teaching, and advocacy work focus on access and quality to early learning and care, multilingualism in early childhood, family and children's funds of knowledge, and parenting students.

Dr. Eden Haywood-Bird is an Associate Professor of Early Childhood Studies at California State Polytechnic University, Pomona. She trained as a teacher and holds Colorado teaching licensure in early childhood and elementary education. After a 12-year career as a classroom teacher, she earned a Ph.D. in Educational Leadership from Colorado State University. Dr. Haywood-Bird's research explores the power of teacher identity to influence children's developing understanding of self. Of particular interest is how this shapes power dynamics between teachers and children.



How effective are early bilingual programs? A comparison of two teaching programs in a Spanish-German school in La Paz, Bolivia

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Early bilingual/multilingual education

Background. A growing number of German International Schools in South America are nowadays offering intensive bilingual (immersion, IM) programs for L1 German and L1 Spanish/L2 German students, thus shifting away from traditional programs where subjects were taught in German or Spanish, depending on the students' language background. This study presents primary school data collected at the German International School in La Paz, Bolivia, focusing on Spanish and German skills of students in either the IM or the traditional program.

Method. We present data of 88 3rd graders and 93 4th graders: 90% spoke only Spanish at home, 5% Spanish and German, and 5% only German. The measures included a Spanish test on reading and writing and standardised German tests on reading, writing and receptive grammar. Parents' questionnaires provided information on language use and socio-economic background.

Results. Independent of their language background the students showed age-appropriate results in the Spanish reading and writing test, indicating that a higher use of German in the IM program did not negatively affect the children's L1 Spanish literacy skills. For German, the 3rd graders generally achieved the same results in reading, writing and grammar comprehension than the 4th graders, even though the 4th graders were exposed to German for one year longer. This result, however, did not apply to the small group of L1 German children.

Conclusions. The results indicate that although L1 German children in IM programs may need additional support regarding their German literacy skills, such programs are particularly effective for L2 German children, and several contributing factors will be discussed..

Anja Steinlen works as a senior researcher at the Department of Foreign Language Education at the Friedrich-Alexander University Erlangen-Nuremberg, Germany. Her work currently focuses on first, second and multi-language acquisition in bilingual institutions (preschools, primary schools and secondary schools), especially with regard to children with a migration background and/or with learning disabilities..



How to build a community of practice - Peer learning in early foreign language teacher education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Teacher training on early language education

While teaching languages to children is gaining ground around Europe, the lack of qualified teachers remains a major challenge (Wilden & Porsch 2017; Zein & Garton 2019). The paper aims to explore the role of peer learning in teacher education, based on the idea that in particular in-service teachers can benefit from a *community of practice* that takes account of diverse contexts and individual teachers' needs and experiences. Peer learning is seen as an integral part of reflective practice approaches in which teachers systematically research their own teaching (Burns 2009).

In the first part, the paper draws on a teacher education model that resulted from a multiple case study involving 4 pre-primary school teachers working within their individual groups in a multilingual pre-school in Austria (Birsak de Jersey 2021). The research was organized as participatory action research, in which semi-structured interviews were the predominant data source. The results help to identify characteristics and needs of a community of practice of teachers and give insights into possible peer learning opportunities.

The second part of the paper shows how – based on these research results – an online community of practice is currently being established in the context of the MA programme *E-LINGO Teaching English to Young Learners* at the University of Education Freiburg / Germany. We will discuss the set-up of the community, its activities as well as first results on teachers' use of this community and current challenges.

Annika Kolb is a professor at the English department of the University of Education in Freiburg. She taught English in primary and secondary schools in Germany and Spain. Her research interests include teaching English in primary school and continuity in primary and secondary foreign language education. Furthermore, she researches the use of picturebooks in the foreign language classroom as well as foreign language teacher education within the blended-learning MA programme E-LINGO Teaching English to Young Learners.

Kirsten Birsak de Jersey is a lecturer at the University of Education Freiburg. Her main research interest is in teaching English at the pre-primary level. She is the author of the preschool section of the E-LINGO blended learning Master's course and has been teaching at both the pre-primary and primary school levels over the last 20 years. She has completed a PhD research in the context of a multilingual state preschool, focusing on teacher education for in-service pre-primary teachers.

Anna-Lena Brown is a digital learning expert at Freiburg University of Education. After receiving a teaching degree, she gathered experience in the field of online and technology-enhanced learning while working as a software trainer and instructional designer. She is currently pursuing an MA in "E-Learning and Media Education" from the University of Education in Heidelberg and working on developing and implementing a virtual Community of Practice for students and alumni of the MA E-LINGO at the University of Education Freiburg.



Implementing pedagogical translanguaging in pre-service teachers' training through material design

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign, Minority, Heritage & Endangered languages	6 – 12	Teacher training on early language education

Background. In the last decades multilingual pedagogies have been widely discussed and translanguaging has been proposed as an approach that provides very positive outcomes in many contexts. Many scholars have highlighted the need to change monolingual perceptions amid teachers as well as the necessity to structure pedagogical translanguaging according to its context. In that sense, it is essential to train preservice teachers on multilingual pedagogies as well as translanguaging, in addition to providing them with strategies to transform their educational praxis. Seeing the lack of training on these matters in our context, we decided to train preservice teachers on multilingual education and assess our intervention based on the activities they designed and submitted for grading.

Method. In the present study, we train 117 preservice teachers from the Primary Education degree at the Faculty of Education and Sports (UPV/ EHU) on pedagogical translanguaging and material design. We formulated one research question: How do preservice teachers regard pedagogical translanguaging as most effective?

Results. Results emphasize some common characteristics amid the activities submitted and reinforces preservice teachers' commitment towards the protection of a minority language such as Basque. However, it also reflects the impact of monolingual pedagogies in our preservice teachers' prior training and their experiences as language learners.

Conclusions. These results align with Schröder and Fischler's (2020) suggestion on the necessity of providing a more thorough training on the management of multilingual classrooms. Moreover, our findings affirm Portolés and Martí's (2020), Hauka's (2016) and Pulinx et al.'s (2017) studies as preservice teachers have positive attitudes towards multilingualism yet they do not set them into practice.

Andrea Perales-Fernández-de-Gamboa holds a PhD in Modern Foreign Languages and Literatures from the University of Tennessee (2017). She is an assistant professor at the Department of Didactics of Languages and Literatures at the Faculty of Education and Sports. Her areas of research intersect intercultural education, multilingualism and coeducation. She currently participates in a project funded by the Basque Government which analyses the impact of innovative methodologies in language acquisition and literacy in Primary Education.

María Orcasitas-Vicandi holds a PhD in Multilingual Education from the University of the Basque Country (2018). She is an assistant professor at the Department of English Philology at the Faculty of Letters. She researches psycholinguistic and sociolinguistic variables in Multilingualism. She currently leads a European project on Artificial Intelligence and its use in education and participates in two projects that analyse the impact of innovative methodologies in language acquisition in Primary Education.



Importance of Pre-school Education for Roma Bilingual Children from Socially Disadvantaged Environment in Slovakia

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Minority languages	6 – 12	Early biliteracies and multiliteracies

Social environment into which children are born determines their future success in education. In Slovakia, 80% of the children from socially disadvantaged environment are Roma children. At the same time, more than 78% of children who fail during their primary education live in socially disadvantaged environment. Development of literacy is closely connected with proficiency in communicative competence in early and pre-school children. Thus, the aim of the research was to identify pragmatic speaking skills using storytelling and story-retelling (MAIN test, Gagarina et al., 2012). The method used was comparative analysis of average sample of Slovak children and Roma children from socially disadvantaged environment during the first few months into entering compulsory primary education. The results clearly indicate that Roma children retold the stories using much less vocabulary, fewer sentences and fewer episodes of stories. It seems that language handicap is one of the most frequently mentioned reasons why Roma children fail at the beginning of schooling and then end up in special primary schools or repeat the year. Weak or no knowledge of the Slovak language becomes as insurmountable a barrier to education as generational poverty.

The researchers were committed to value, respect and listen to children and used protection systems and procedures ensuring the children's safety and wellbeing at all times.

Petra Hitková, Mgr. PhD. is an assistant professor at the English language and literature department at the Faculty of Education, Trnava University in Trnava, Slovakia. She teaches bilingual education and CLIL, Courses in Methodology, and English Grammar. She focuses her primary research on bilingualism and using storytelling and narrative techniques from early childhood. She spent 8 years working for the British Council and was a certified examiner for the Cambridge exams including Young learners English Tests Starters, Movers a Flyers.

Zlatica Jursová Zacharová, Mgr. PhD. is an assistant professor in Developmental and Educational Psychology at the Department of Psychology and Pathopsychology at the Faculty of Education, Comenius University in Bratislava, Slovakia. She teaches general, developmental, pedagogical, school, and counselling psychology. Her primary research interests focus on developmental psycholinguistics, first and second language acquisition, bilingual teaching, and teacher training as an innovative learning and using smartphones, social media, and videogames in different ages.



Inclusion of a Bilingual Pupil in English Language Classroom in Japan: A year-long case study of facilitating mediation

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	6 – 12	Classroom practices in bilingual/multilingual education

In Japan, English education in the fifth grade became a compulsory subject in elementary school starting in 2020. English education faces a number of challenges. Not only are there policy issues, but the language itself is a challenge to learn. For example, Japanese children start out with little or no recognition of the alphabet unless they have been to a cram school outside of the public school system. General greetings and rudimentary instructions are minimally conveyed. In this case study, a bilingual pupil who spoke both Japanese and English fluently joined in a classroom of 10-11-year-old fifth graders studying English collaboratively. The year-long attempt by an English teacher, the author, to facilitate the bilingual pupil's interactions with other students of the same age is presented. The bilingual pupil submitted two reflection notes every 6 to 8 classes and open-ended writing reflections on a total of six presentations between June 2020 and March 2021. The bilingual pupil, who initially did not like the English class because her classmates could not understand her English, was very pleased to be able to communicate with her classmates at the end of the year. The aim of this case study is to clarify how the bilingual pupil's expressions changed and the impact of actions by the teacher.

Yuki Otsuki received her MA in English Education from the Global Japanese Study Department at Meiji University in Japan. She has continued studying in the doctoral program focusing on elementary school English education, communication strategies and interactions. Currently, she puts her skills to use on a part-time basis in elementary and middle schools. She is also an instructor for in-service teacher training and a part-time lecturer for undergraduate students in elementary education courses.



Inclusion of a Bilingual Pupil in English Language Classroom in Japan: A year-long case study of facilitating mediation

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	6 – 12	Classroom practices in bilingual/multilingual education

Adapting to 21st-century innovation requires a transformation in the school and the entire teaching and learning process. If it refers to a second foreign language learning, it is essential to provide students with the necessary tools and resources to guarantee quality and successful education. This longitudinal case study has been carried out with a group of students in the early stages of primary education, in a classroom with multicultural richness, where students of different nationalities coexist, and where there are students with special educational needs and with motor disabilities. This research paper tries to demonstrate the complexity of being able to put into practice the teaching work in a difficult performance school, where the context of the students and families, as well as the rest of the members of the educational community, make it very enriching while it becomes a daily challenge. For this reason, it is essential to apply innovative methodological strategies focused both on developing students' key competencies and on ensuring an adequate response to their future needs. The findings indicate that main research objectives have been achieved, taking into account a personalized education based on their characteristics, interests, and needs. The results show a significant improvement in the acquisition of the second foreign language and the development of both linguistic and digital competences.

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It's Storytime!! Unpacking Pre-Service English Language Instructors' Storybook Read Aloud Attempts

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Teacher training on early language education

Young language learners' English language exposure tends to be limited and non-authentic in English-as-a-foreign (EFL) contexts. English storybooks are very effective tools to make up for this gap across English-learning children profiles as they offer authentic, contextualized (i.e. English grammatical, vocabulary), and scaffolded (e.g. via illustrations, the storyline) language learning experiences in early English classrooms (Ghosn, 2002). While the functionality of storybooks is obvious for the English language development of young language learners in ESL and EFL contexts, what remains obscure is the effective ways to integrate them to early English classrooms and programs. With the idea of a specially-designed pre-service teacher training in utilizing storybooks with the necessary methodology and instructional skill and knowledge. As Ellis and Mourao (2021) pointed out a mere read aloud would limit children's full experience. Teachers play the key role in mediating picturebooks by constructing meaning via non-verbal cues, tonal shift, pauses, using puppets, visuals as external tools to help young learners make sense. The present empirical study investigates a group of pre-service English language instructors' attempts to storybook reading. A total of 70 teacher candidates' pre-recorded read-aloud sessions were examined and the candidates' story read-aloud techniques were coded. There was no pre-determined analysis rubric as each read-aloud case was unique. The results will be reported qualitatively (for categorization into stages) and quantitatively (for frequency and other descriptive statistics). The study aims to be an extended discussion on the PEPELT and colleagues' studies and discussions on training skilled and knowledgeable English language instructors who are capable of bringing the wonders of children's literature to early language classes.

Melike Ünal Gezer is currently serving as an Asst. Prof. Dr. in English Language Education Program at TED University, Ankara, Turkey. Melike is the author of several publications as refereed articles, book chapters, and book reviews. She is a member of Association Internationale de Linguistique Appliquée (AILA) and the editorial board member for American Association of Applied Linguistics (AAAL) Newsletter-The AAALetter. Her research interests are bilingual literacy development, metalinguistic awareness development, young language learners, and English teacher training for TEYL



Kindergarten Teacher Assistants' Perceptions of Multilingualism: The Case of Nof HaGalil

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages	0 – 6	Teacher training on early language education

Teachers' agency is an indispensable element of effective and meaningful education. Few studies have examined the function of kindergarten teacher assistants (TAs). The present study focuses on TAs' self-efficacy, which is perceived as the foundation of agency, and its link to language ideology. The aim was to evaluate the impact of brief professional development intervention on TAs' agency in order to promote linguistically and culturally responsive teaching.

The study has been conducted in the city Nof-HaGalil, which reflects the Israeli multicultural mosaic. Immigrants from Ethiopia, Russia, France, India, etc., live side by side with Jews and Arabs who were born in Israel. For many years, the city suffered from a low image and from students' low academic achievement. Recently, policymakers decided to make reforms focusing on language education. As a first step, the project "City speaks languages" centered upon kindergarten education. An intervention program has been designed for all kindergarten teachers and their assistants. The intervention provided theoretical and practical knowledge about the development and education of linguistically and culturally diverse children.

The research followed 50 TAs before and after the intervention. Both quantitative and qualitative methods were used. Participants answered 3 questionnaires: Self-efficacy in general and specifically in multicultural classrooms, as well as language ideology. Participants also reflected on an event that happened in a kindergarten with a child whose mother tongue is other than Hebrew, and dwelt on the assistant's emotional, cognitive, and behavioral reaction.

Currently, data collection and analysis are in progress.

Dr. Nurit Kaplan Toren received her PhD in Education and Human Development from the University of Haifa, Israel (2005). She started her career as a high school educational counselor and teacher and currently teaches Educational Psychology at the University of Haifa and Oranim College of Education. Her research examines the structure of parents' educational involvement and its effect on students' school functioning, with particular focus on antecedents of parents' educational involvement in the context of culture, age, and gender. She is the senior editor of School-Based Family Counselling proceedings and a book titled "Parental involvement practices, improvement strategies and challenges".

Dr. Orit Dror is the head of the Israeli Institute for early childhood education. Until 2020, Dr. Dror was the head of early childhood department for undergraduate studies at Oranim Academic College. Dr. Dror is the coordinator of early childhood forum at the national center for programs in teacher education (MOFET institute), a member of the Israeli pro-early childhood lobby and a fellow of Mandel Institute. Previously, she served as a pedagogical guide for students in the department (2008-2014), and as an occupational therapist (1995-2008) in several institutes (kindergartens, schools and learning centers). Dr. Dror holds a Ph.D. (Haifa University, 2014), an M.A. (Tel-Aviv University, 2001) in education and B.O.T. in occupational therapy (Tel-Aviv University, 1995).



Prof. Schwartz received her first degree from the Pedagogical State University of Saint-Petersburg in linguistics and literature. She completed her MA and PhD in the University of Haifa, in learning disabilities and literacy development among bilingual and trilingual children. Prof. Schwartz conducted her post-doctoral studies in Ben-Gurion University, Israel (the Kreitman Foundation Fellowships), and in Ontario Institute for Studies in Education of the University of Toronto. Her research interests include studying language policy and models of early bilingual education, linguistic, cognitive, and socio-cultural development of early sequential bilinguals, family language policy and bilingual teachers' pedagogical development. In this research she focusses on two unique populations: Second generation Russian-Hebrew speaking immigrants from the former Soviet Union and Arabic and Hebrew-speaking children enrolled in bilingual bi-national education in Israel. She managed numerous research projects and published over 60 empirical papers in peer-reviewed scientific journals and book chapter.



L2 English children’s subject production: lexical specialization, typology and time of instruction in L2 attainment

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Early language teaching and learning

The Null Subject Parameter divides languages into two groups: [+null subject] languages that permit their subjects to be both overt and null (i.e., Spanish and Bosnian) and [-null subject] languages that require their subjects to be overt (i.e., English and Danish). Based on the lexical specialization approach (Licerias & Fernández Fuertes 2019), in situations when [+] and [-] null subject languages are in contact, the superset language (i.e., the one with 2 subject types) is argued to cause acceleration in the acquisition of overt subjects (i.e., the shared option) in the subset language (i.e., the language with 1 subject type). Furthermore, when the two languages in contact only allow overt subjects, acceleration is expected, reinforcing the shared option. In order to address lexical specialization in the acquisition of L2 English, two different variables are taken into account: L1 (typologically similar to or different from the L2) and time of instruction (2 or 4 years of L2 English instruction). The L2 English written sentential subjects produced by 26 L1 Spanish, 26 L1 Bosnian and 26 L1 Danish children are studied. The written data were obtained by means of a wordless picture sequence narration and were classified in terms of grammaticality (i.e., syntax) and adequacy (i.e., syntax-pragmatics interface). The results show that typological similarity plays a more prominent role than time of instruction and that adequacy rather than grammaticality seems to be a better predictor of L2 attainment. Furthermore, the lexical specialization approach seems to hold for L2 acquisition, too.

Sonja Mujcinovic is a part-time professor in the Department of English at the University of Valladolid (Spain). Her research is mainly focused on second and third language acquisition, linguistic typology, bilingual morphosyntactic analysis and crosslinguistic influence. As a member of the UVALAL research group, she works on the analysis of both adult and child spontaneous and experimental data in order to characterize language contact situations.

Raquel Fernández Fuertes is an associate professor in the Department of English at the University of Valladolid (Spain) and she is the director of the UVALAL research group (University of Valladolid Language Acquisition Lab). She specializes in linguistic theory, comparative grammar and bilingual acquisition. In her research she makes use of linguistic theory and, in particular, of minimalist premises in order to account for language-contact phenomena and the latent relationship between native and non-native acquisition.



La Agenda 2030 en el aula de AICLE para mejorar la competencia comunicativa a través de la Telecolaboración

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	6 – 12	Multimedia and multimodality for multilingual education

En la actualidad, en el marco de la educación primaria, la globalización ha contribuido a la actualización de los contenidos impartidos y la forma en la que deben ser introducidos en el aula. De esta manera, son numerosas las temáticas que se trabajan de forma común a nivel internacional, como es el caso de la Agenda 2030 y los Objetivos de Desarrollo Sostenible (ODS) diseñados por la Organización de las Naciones Unidas (ONU). Esta iniciativa queda recogida en el currículo de la LOMLOE, la nueva ley educativa que entrará en vigor en el Sistema Educativo de España durante el curso 2022/2023. Esta investigación se centra en el desarrollo de las competencias clave del alumnado, determinando cuáles son los principales beneficios en el ámbito comunicativo como resultado de la implementación de la temática ODS dentro del aula de AICLE mediante un proyecto de Telecolaboración. Esta experiencia se ha llevado a cabo entre los estudiantes de AICLE en el Grado en Maestro de Educación Primaria de la Universidad de Alicante y de la Universidad de Castilla La-Mancha. El presente estudio hace uso de un enfoque de carácter cuantitativo de cara a la recolección de datos, por medio del empleo de Escalas Likert tanto en el pre-test, como en el post-test. Una vez analizados los resultados se puede observar cómo la interacción entre estudiantes y el uso de la lengua extranjera en el aula aumenta considerablemente a través de la Telecolaboración. A su vez, la competencia comunicativa, el interés por la asignatura y el grado de especialización en la temática planteada por la ONU se han visto favorecidas.

Dra. Copelia Mateo Guillén es Licenciada en Filología Inglesa por la Universidad de Alicante. Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas: Especialidad Inglés. Doctorado en el Programa de Doctorado en Filosofía y Letras de la Universidad de Alicante. Es Profesora Asociada en el Departamento de Innovación y Formación Didáctica en la Facultad de Educación de la Universidad de Alicante y profesora de inglés en el Centro Superior de Idiomas de la Universidad de Alicante, AULAS (Alicante University Language Services). Su investigación se centra principalmente en la incorporación de las nuevas tecnologías en la enseñanza/aprendizaje de inglés como lengua extranjera, en la creación de estrategias de aprendizaje online para fomentar el aprendizaje autónomo de la lengua inglesa en entornos virtuales y en el estudio de metodologías y recursos didácticos que impulsen la enseñanza de contenidos en lengua extranjera (CLIL).

Francisco Pradas Esteban es Graduado en Maestro de Educación Primaria en la Mención de Lengua Extranjera: Inglés por la Universidad de Alicante, con Máster en Docencia Universitaria por la Universidad Europea de Madrid. Actualmente, ejerce como profesor de inglés en el Colegio Público Romualdo Ballester de Torrevieja. Su investigación se centra en el papel que desempeñan las nuevas tecnologías y la interculturalidad dentro de la metodología AICLE y el aprendizaje de segundas lenguas.

Dra. Marta del Pozo Beamud es Ayudante Doctora en Lingüística Aplicada en la Facultad de Educación de Castilla-La Mancha, Cuenca. Desde 2013 imparte docencia dentro del departamento de Filología Moderna en los grados Educación Infantil y de Educación Primaria. Sus principales intereses son las variables afectivas, AICLE y el bilingüismo. Además, es la Coordinadora de Relaciones Internacionales en su centro.



Language input and output in bilingual children with Autism Spectrum Disorder: What can we learn about language acquisition mechanisms

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages	0 – 6 6 – 12	Early bilingual/ multilingual education

For children with typical language development, quantity and quality of input (e.g., such as age of onset of bilingualism, length of exposure, current language exposure to the two languages, number of siblings in the family, etc) have a major impact on linguistic output in both of their languages (the Heritage Language (HL) and the Societal Language (SL)) (Armon-Lotem & Meir, 2019; Unsworth, 2014).

In contrast to typical language acquisition, quantity and quality of input is not automatically taken up as intake in monolingual children with Autism Spectrum Disorder (ASD) (Arunachalam & Luyster, 2018), yet little is known about the effects of input on language skills of bilingual children with ASD. The aim of the current study was to assess effects of input factors on the development of both languages in bilinguals with ASD.

Bilingual children with ASD aged 4-10 (Russian-Hebrew (n=21) and English-Hebrew (n=20)) as well as their bilingual controls with typical language development ((Russian-Hebrew (n=30) and English-Hebrew (n=20)) participated. Input factors were collected via parental questionnaires. Morpho-syntactic abilities in both languages were evaluated via Sentence Repetition tasks.

First, I will show a complex picture between input and output in children with ASD, unlike in their peers with TLD. Furthermore, I will present several cases of “unexpected multi-/bilingualism”, i.e., cases of children who are language savants (Mottron et al., 2006), who acquire a new language which is not the language of their everyday environment. I will conclude the talk with the theoretical, clinical and educational implications of the findings.

Dr. Natalia Meir is a senior lecturer at the Department of English Literature and Linguistics, University of Bar-Ilan, Israel, where she also serves as a Coordinator for Linguistics in Clinical Research Program. Her research interests cover monolingual and bilingual typical and atypical language development (including Autism Spectrum Disorder, Developmental Language Disorder, Hearing Impairment). She is investigating Heritage-Language development and maintenance across the lifespan with a goal to understand which linguistic and extra-linguistic factors shape child and adult Heritage-Language grammars.

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Language Output and Bilingual Children’s Heritage Language Learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Heritage languages	0 – 6	Early bilingual/multilingual education

Both language input and output are important to child language learners’ heritage language development (Bohman et al., 2010). Nevertheless, existing studies mainly focus on language input, leaving the significance of language output underexplored. The current study assessed 201 kindergarteners’ Mandarin skills (i.e., receptive vocabulary, receptive grammar, and verbal fluency) in Singapore, and investigated the influence of children’s Mandarin output on these Mandarin skills. The results based on multi-level models reveal that children’s Mandarin output and experience plays a crucial role in the three Mandarin skills, after controlling children’s Mandarin input quality, gender, language aptitude, and English proficiency. Specifically, children’s onset age of Mandarin speaking and the number of places where they used Mandarin alone significantly predict all the Mandarin skills.

Dr. Sun is a research scientist at the National Institute of Education, Nanyang Technological University, Singapore. Her major interests are 1) child heritage language maintenance and eBook reading, 2) individual differences in early bilingualism/second/foreign language acquisition, and 3) harmonious bilingual experience. Her work has appeared in journals such as Applied psycholinguistics, Bilingualism: Language and Cognition, Child Development, International Journal of Bilingual Education and Bilingualism, and Journal of Child Language.



Learning about Emotions and Feelings through Ballet in the Very Young Learners' English Classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Early language teaching and learning

When teaching a foreign language to very young learners, using audio-visual material constitutes one of the most helpful strategies, as children habitually respond very well to these stimuli. Dance and ballet are audio-visual performances, which tell a story and incorporate such elements as body movements, gestures, music, costumes and light effects, with the aim of facilitating the understanding of the message. The ballet adaptation of *Alice's Adventures in Wonderland*, performed by the Royal Opera House of London (2011 and 2017), is thus proposed as a suitable audio-visual resource in the very young learners' classroom, since most children are already familiar with the well-known story of Alice, thanks probably to Disney's adaptations. Furthermore, in this ballet performance the dancers express feelings and emotions very effectively, which can help children to identify them and to even reproduce them afterwards. In the light of the above, this paper proposes to select various scenes of this ballet adaptation in order to teach English to very young learners by exploring the feelings and emotions displayed on the stage. Due to children's positive receptiveness to dance and their eagerness to participate in such type of activities in which they are able to move around, they learn to communicate and express their emotions and feelings in the foreign language in a ludic manner.

Andrea Valeiras-Fernández holds a PhD in English Studies, with a thesis on the reception of Alice's Adventures in Wonderland and its adaptations, analysing the presence of the text in the popular culture. Her academic interests focus on storytelling and social assimilation of diverse narratives, especially those related to fairy-tales, including the "Disneyfication" process. Her publications include articles about the illustrations in various editions of Alice's Adventure in Wonderland and the role of music and poetry in Carroll's text and its adaptations.

Begoña Lasa-Álvarez is a lecturer at the Faculty of Education (Universidade da Coruña). She holds a PhD in English Studies. Her academic interests focus on eighteenth- and nineteenth-century women writers, literary and cultural interchanges between English-speaking countries and Spain, and English language and literature teaching. These are also her main areas of publication, with articles and book chapters in international journals (Nineteenth-Century Prose, Women's Writing, Journal of War and Culture Studies, Glottodidactica) and publishing houses (Rodopi-Brill, Peter Lang, Routledge, Springer).



Learning How to Integrate the Language Skills through Rap Battles: Pre-service Teachers and Task-Based Instruction

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

The latest educational trends have put emphasis on a Communicative Language approach to foreign language teaching and learning whose focus relies on meaning and functional aspects of language (Richards & Rodgers, 2015). Taking into account that a real-life usage of the language combines different language skills (e.g. listening and speaking), FL teachers need to cater to this reality. Therefore, it is necessary that FL teachers become acquainted with methodologies which are learner-centred and follow an integrated-skills approach such as Task-Based Instruction (TBI). Therefore, this presentation analyses the use of TBI in a TEFL course to teach and promote the integration of language skills among pre-service teachers in their third year of their Primary Education degree. The aim of the presented task was to show pre-service teachers how to integrate all language skills in their EFL lessons through rap battles and TBI. After carrying out the task, a questionnaire was given to students. Results show that pre-service teachers understand the importance of integrating all language skills through TBI and the use of adapted and authentic materials in FL lessons for Primary School students. Furthermore, they report that rap battles are motivating resources which could be exploited in EFL lessons in Primary Education, although they also point out to some challenges on its implementation.

Noelia M^a Galán-Rodríguez holds a Ph D from the University of A Coruña, University of Santiago de Compostela and University of Vigo on Advanced English Studies. She teaches Foreign Language Teaching and Methodologies at the School of Education (Universidade da Coruña) and English courses at UNED. Her research interests are affective and cognitive factors in FL learning, plurilingualism, intertextuality, transmedia narratives and popular culture.



Lexical learning at the transition to Middle School

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Classroom practices in bilingual/multilingual education

The transition from primary-school foreign-language instruction to the heterogeneous middle-school context remains under-researched, and relatively little is known about how children and their teachers take into account the knowledge that the learners have acquired during the primary years. In France, children enter Middle School at the age of 11, and coordination between the elementary and middle-school language curricula is particularly problematic.

An ongoing project financed by the *Agence Nationale de la Recherche* is focused on lexical learning in middle-school and elementary foreign-language (L2) classrooms. In this talk, we will present the findings from an analysis of two 6e and 5e English (as a foreign language) classrooms in France (6th and 7th grade). Three lessons at each level were filmed, and transcribed and annotated with the *EXMARaLDA* transcription software. We will present our comparisons of patterns of interaction in these two classrooms, with a particular focus on the lesson segments devoted to vocabulary learning. The lexical content of the lessons will also be analysed, and compared with an analysis of the textbooks used for the transition from primary to secondary language learning in France. Our findings show disconcerting disparities, both in the lexical component of the curriculum, and in the techniques used to approach new and existing language knowledge in the EFL classroom with these older children.

Heather Hilton is a Professor of Language Acquisition and Teaching at Lyon 2 University in France. She is particularly interested in aligning language teaching methodology with findings in second language acquisition research. She works with the Inspection académique du Rhône on teacher training for primary and secondary language learning, and is currently the convenor for the AILA Early Language Learning international Research Network.

Saeideh Entezari Maleki is enrolled in a Master’s program on Language Teaching Methodology at Lyon 2 University. She has taught English in Iran, her country of origin, and is interested in the use of digital technology to enhance language learning and skill..



Linguistic competence and emotional well-being of multilingual children. A case study on multilingual families' language policy

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Heritage languages	6 – 12	Early bilingual/multilingual education

Background. The studies on the Family Language Policy (FLP) of Multilingual emigrant parents raising children under 12 have been under examination over the last decade of global mobility. According to King (2008) an understanding of FLP is possible bringing together language policy and children's acquisition processes. In turn, Stavans and Hoffman (2015) sustain that individual accommodate their multilingualism to satisfy ideological, practical and existential needs, while Bastardas-Boada (2019) argues that language uses are intertwined with parent's metalinguistic beliefs shaping kids' multiliteracies at home. Proficiency and early language use as outcomes have been often researched, though not so much emotional well-being (Hollebeke, Struys & Agirdaga, 2020), and therefore, this study is devoted to look into both language acquisition and child well-being.

Methods. Qualitative data have been collected by means of group debates on Facebook and Instagram (for 19 months), and 11 interactions and interviews with multilingual parents raising their kids (6-12) trilingually, based in 8 different countries (UK, Spain, Netherlands, France, China, Germany, Morocco and Luxembourg), using their heritage languages in their children's upbringing (Spanish, French, Ukrainian, Vietnamese, Dutch, Polish, English and Portuguese).

Results. Our study identified as the main factor promoting successful multilingualism the fact that one of the parents was a foreign language teacher, with more knowledge, experience and skills to enhance their children learning process. The main obstacles detected in multilingual upbringing were incomplete language competence of parents in the target language, lack of pedagogical knowledge and fear of social exclusion.

Conclusions. Our ongoing data analysis has shed light on the success and failure in the process of raising multilinguals, concerning language acquisition and emotional well-being..

Kateryna Mikelita is a researcher on Multilingual emigrant families home practices and a teacher of foreign languages. Bachelor in English and Russian, Master in TEFL, PhD candidate at UCLM (Spain), thesis on Multilingual parents home schooling of children aged 6-12 and their FLP. A plurilingual mother of two multilingual kids (Ukrainian, English, Spanish, Russian). Main interests are Family multilingualism and multilingual parents- dilemmas.

Esther Nieto Moreno is a senior lecturer and researcher, Head of Department of Modern Languages of the University of Castilla-La Mancha,. Her main research interests are multilingual education and Family Language Policy. She is currently a member of the research team of the ENIFALPO project (Ref. PID2019-106710GB-I00) funded by the Ministry of Economy and Competitiveness of Spain on FLP.



Mánáid-tv/children’s tv: Language performance in indigenous language vitalization and strengthening

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Endangered languages	0 – 6	Classroom practices in bilingual/multilingual education

The paper presents a sub-material from a project in a kindergarten in Finnmark, Northern Norway and Sápmi. The project aims to document and strengthen the use of indigenous North Sámi language in the kindergarten, as a cooperation between the parental group, community and kindergarten staff. The children (age 1-6) are bilingual, most of them with Norwegian as their primary productive language, and high receptive competence in North Sámi. During observation and interaction, the researchers and kindergarten teachers introduced a play setting, in which the children performed and created mánáid-tv (children’s tv in North Sámi). The teachers’ method could be described as sustainable translanguaging or pedagogical translanguaging in a language vitalization setting (Cenoz & Gorter, 2017; Garcia & Li, 2014). The playful situation and “scene” are created using various found material in the kindergarten during the project period: a cardboard box, a trolley, a tv frame built using a building set. We used two GoPro-cameras, sometimes controlled by the children, sometimes placed in various places to film the whole situation, sometimes held by researchers or teachers. The performative setting and predictable and repetitive form of the play draws on rule-based play, and thus provides a social domain for the use of Sámi phrases, in which the children could transform receptive competence to producing Sámi language in play.

Carola Kleemann research is on sustainable language practices in ECE, bilingualism, language contact and language vitalisation, developing methodology using technology like GoPro-cameras. My phd-project was on bilingual roleplay in the indigenous language North Sámi and the majority language Norwegian in a Sámi kindergarten. My current projects are on sustainable language practices for North Sámi through pedagogical translanguaging, use of Sámi pedagogy and narrative inquiry to strengthen the professional identity for Sámi ECE teachers.

Edit Bugge research is on language variation and change and language acquisition. I am particularly interested in social and societal conditions for linguistic practices and language change. In the period 2021-2025 I manage the research project IMPECT, which aims to gain insights into the consequences that language and KoS requirements for citizenship have for adult migrants with little prior formal schooling and limited literacy.



Measuring early vocabulary learning through Pic-lex

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Early language teaching and learning

Vocabulary development is vital in the successful development of a foreign/second language even by very young learners (Biemiller, 2003; Alexiou, Roghani & Milton, 2019). Vocabulary size is considered a decisive factor on future performance in all aspects of language (Webb & Nation, 2017). Therefore, modern curricula are much more explicit regarding the vocabulary that learners are expected to acquire at all levels (Alexiou, Roghani & Milton 2019).

This paper presents the finalised version of Pic-lex (Alexiou, 2020), an easy to administer, dyslexia-friendly, theoretically well-founded online testing tool, which is intended for very young learners up to primary age. The test, designed particularly for children can serve as a monitoring tool of receptive vocabulary size development that can be matched to CEFR levels. The selection of words is based on updated frequency wordlists and children respond to words by choosing a picture from picture cues.

Studies so far demonstrate promising reliability ($\alpha = .964$) while validity frequency profiles were generated and Friedman test indicated that the effect is general ensuring content validity. The test has demonstrated good concurrent content validity as it produced scores, which correlate with other tests of the same quality and produce equivalent or comparable scores in relation to other tests of the same measure. The instrument includes 2 sets of tests (one of the first 5k and the other of the 10k) that are created for the English language.

Although the entirety of a child’s vocabulary knowledge in any language can not be either measured or assessed, receptive vocabulary size tests is proven to be a convenient and very useful tool for multilingual contexts and/or refugee educational contexts as well.

Thomai Alexiou is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Greece. Her expertise is in early foreign language learning, methodology of teaching languages, vocabulary and material development for young and very young learners. She has authored/co-authored books and online resources in the areas of CLIL (CLIL-Prime), strategies ('Thalis project'), dyslexia (DysTEFL2) and EFL for young learners. She's the Academic Coordinator and National Leader of EAN project which concerns an state education innovation of introducing EFL in Greek state pre-primary schools



Multilingual children as active agents in developing language policies and practices of families and schools in Iceland

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	0 – 6 6 – 12	Multilingual identity and socialization in the early years

The population of Iceland has become increasingly diverse in recent decades. The diversification of Iceland's population is reflected in student populations at all education levels. Around 100 languages are currently spoken in pre- and compulsory schools in Iceland. This talk derives from an ongoing research project with multilingual children, their families, and schools, which aims to explore children's agency in language policies and practices of families and schools. The project is a qualitative research study where the focus is on observations, drawings, and dialogue with multilingual children (age 5-7) in their family and school settings. Data was also collected from 2020 to 2021 in semi-structured interviews with the children's parents, their teachers, and principals. Findings indicate that the children are active agents in developing language policies and practices in their families. In the school settings they appear to have fewer opportunities and lack agency in developing their multilingualism. The findings also reveal that although the participating families have different language policies, they all value their children's language repertoire and use diverse tools to support their children's multilingualism. The teachers in the study are all interested in supporting the children's multilingualism, while many of them lack knowledge, training, and support in implementing multilingual practices. In conclusion, schools in Iceland can and should more thoroughly build on families' and children's diverse linguistic and cultural resources, facilitate children's language-based agency, and develop stronger partnerships with parents with diverse cultural and linguistic backgrounds.

Hanna Ragnarsdóttir is a professor at the School of Education, University of Iceland. She completed a BA degree in anthropology and history from the University of Iceland in 1984, an MSc degree in anthropology from the London School of Economics and Political Science in 1986, and a Dr.philos in education from the University of Oslo in 2007. Her research has mainly focused on immigrants and refugees (children, adults, and families) in Icelandic society and schools, heritage language research, bi- and plurilingualism, multicultural education, multilingual education and school reform.



Multilingual identity and socialization in the early years: A case of two Arab multilingual families

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	6 – 12	Multilingual identity and socialization in the early years

Children raised speaking more than one language are not only socialised into and through their languages (Schieffelin & Ochs, 1986) but, this paper suggests that they also develop their agency (Fogle, 2012; King & Fogle, 2013; Said & Hua, 2019; Schwartz et al, 2020; Smith-Christmas, 2021) overtly at very young ages as a result of their multilingual language socialisation. The paper argues that by learning and using more than one language young multilingual children form perceptions of their languages and develop socio-pragmatic awareness early on in their linguistic development (see for e.g., Bialystok, 2019). Such awareness and experience of that knowledge seem to shape children’s agentic abilities as well as their own language learning experiences.

Data is based on two Arabic-speaking multilingual families’ experiences of learning multiple languages. The project was interested in the policies and strategies families had with regards to learning Arabic language as a heritage or minority language (HL) alongside English as the majority language. Data was collected over 12-months through audio recordings of the family interactions, mothers’ diaries, and parental interviews.

Interactional data was analysed through Interactional Sociolinguistics (Rampton, 2019) and thematic analysis was applied to the diary and interview data (Braun & Clarke, 2006). The project followed the ESRC ethics’ framework and ensured participants identities were protected through the use of pseudonyms and other non-identifying descriptions.

The data suggests that children seem to take control of their own and others’ language use through linguistic policing. In family A, the children in a number of recordings appear to correct their nanny’s use of English prepositions and pronunciation of English words as well teach her Arabic words and formulaic expressions. In family B, the children correct their mother’s use of English and during peer-to-peer play appear to correct one another. They also seem to overtly enhance their own multilingualism, for example, the children in family A influenced their parents to teach them Italian during the lockdown after a dinner episode in which they ate pizza and became interested in Italy and Italian culture. Children also openly refuse to use language. In family B, the children refuse to speak Arabic at home even when spoken to in Arabic and covertly and overtly communicate their preference for English. In both families, the children affect parental or family language policies (FLP) and shape to a large extent how their parents and other caregivers use language within the home space and around them. Children realise their full roles as members of, first, their family and their wider community. Multilingualism seems to be a vehicle through which they access and understand the world, but also through which they can shape their world and that of the more experienced members around them..

Fatma F.S.Said is Assistant Professor in Applied Linguistics at Zayed University, UAE. She researches within Sociolinguistics and Applied Linguistics focusing on the bilingualism of Arabic-English speaking children and their families. The interdisciplinary issues of identity, agency, language development, maintenance, socialisation and family language policy inform her work. She is the research coordinator of Multilingual childhoods which is part of the European Early Childhood Education Research Association (EECRA).



Multilingualism from a perspective of a speech-language pathologist and a parent

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	0 – 6	Early language teaching and learning

The focus of the presentation is multilingualism from a perspective of a speech-language pathologist and a parent. Talking more than one language is now very common and it is almost a norm. Some data will be shown about this fact. The role of prenatal and postnatal auditory development in language development will be mentioned. When babies are born they are able to learn any language/s but later this ability diminishes. The timing for experience with two different languages classifies bilingualism into two categories: simultaneous and sequential bilingualism. The differences between them will be discussed. Also, interrelated child-internal and environmental factors influencing development and maintenance of two languages are important factors to consider when working with bilinguals. The knowledge of normal process of second language acquisition is essential when distinguishing between a language disorder and difference. Bilingualism does not cause a language disorder. Some tips how language learning can be supported will be discussed as well. As a parent I am experiencing multilingualism because I have a baby that is almost one year old. He is exposed to three different languages. I will share some of my observations of him and future research projects with the audience.

Gabriela Smeckova, Ph.D. (43) was born in the Czech Republic. She is a speech-language pathologist and psychologist. She was an assistant professor of the Department of Special Education of Palacky University in Olomouc, CR and a speech-language pathologist, psychologist in a private clinic in Olomouc, CR. In August 2017 she moved to the USA and two years later she started teaching in the Department of Communication Sciences and Disorders at Valdosta State University. Her major areas of research are cultural diversity and bilingualism. She is raising with her husband (born in Ceuta, Spain) a baby boy who is exposed three different languages.



Multiliteracidades y CLIL: una propuesta de pedagogía activa, crítica y creativa para el aprendizaje del inglés en el tercer ciclo de primaria

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Multimedia and multimodality for multilingual education

El objetivo principal de esta comunicación es explorar las imbricaciones entre la pedagogía de las multiliteracidades y la adquisición de una lengua extranjera mediante una pedagogía activa y creativa que fomente el proceso de alfabetización plurilingüe e intercultural en el tercer ciclo de primaria.

Este objetivo principal resulta en otros objetivos específicos:

1. Proponer un modelo de enseñanza que sea multimodal, multilingüe y que fomente las multiliteracidades.
2. Analizar y transformar las prácticas docentes de enseñanza del inglés como lengua extranjera y de educación artística en inglés desde las perspectivas MAE (Metodologías Artísticas de Enseñanza), CLIL (Content And Language Integrated Learning) y los enfoques plurilingües.
3. Aportar nuevos instrumentos de investigación, ligados a la relación entre lenguaje artístico y lenguaje verbal.

La propuesta de la Pedagogía de las multiliteracidades para implementar un proceso de creación de significados y planificar un itinerario de aprendizaje se fundamenta en el concepto que el New London Group (NLG) denomina “Learning by design”. Pretendemos formar el alumnado para ser “productores y consumidores de múltiples modos de representación propios de una multiplicidad de contextos” (López-Sánchez 2014: 82). Este tipo de aprendizaje activo, como explican Cope y Kalantzis (2015: 23), se centra en las “cosas que haces para saber”. Para impulsar e implementar este aprendizaje, el NLG establece un “marco para los procesos del conocimiento”, que constituye una guía para la implementación por parte del profesorado. Pretendemos mostrar, como resultados para esta comunicación, diferentes secuencias didácticas que demuestren los beneficios de trabajar siguiendo este enfoque multimodal..

Margarida Castellano es profesora de Didáctica de la Lengua y la Literatura en la Universitat de València. Ha ejercido de profesora de lengua y literatura catalana e inglés en secundaria y FPA y ha sido directora del CEFIRE de Plurilingüismo y Directora General de Innovación Educativa y Ordenación del Gobierno Valenciano. Sus investigaciones giran en torno a: enfoques multimodales en el aprendizaje de lenguas, pedagogía de las multiliteracidades, alfabetización visual o enseñanza de la lengua mediante la literatura.



Multimodality of ELT materials: a draft of the research study about songs for YLs

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Multimedia and multimodality for multilingual education

Background. ELT materials have been available in the printed and electronic versions for multilingual children all round the world. In the period of Covid 19 both linear and non-linear elements are used in hybrid education and TEYL (teaching English to young learners). The paper aims to describe multimodality of songs available online. Multimodality of songs (their visual and verbal content) is analysed in the context of music and sounds offered. The idea is to contribute implications for the selection of online ELT materials when age and level are the key factors.

Methods. The research questions are divided into two following sets. *What is the multimodality of songs used in English education? Which multimodal elements of songs are the most important in their selection for TEYL?* The project involves the MM (mixed method) approach to start with the evaluation of songs based on the questionnaire study. It is followed by MDA (multimodal discourse analysis) of the selected songs to indicate their multimodal nature.

Results. This project was divided into an initial selection of songs and a proper analysis. The initial stage resulted in four songs under the umbrella topic “Old Mac Donald had a farm”. The detailed analysis described their visual and verbal content depicted in the composition of music and sound. The results showed that even if the topic is the same (or similar) for YLs, the four modes (image, language, music and sound) vary greatly in the final outcome.

Conclusions. Age and English level constitute the initial factors in any selection of ELT materials including the analysis of materials in TEYL. Therefore, a set of glocal criteria, age- and content-specific criteria should be enriched with the multimodal ones in materials evaluation and development.

Maria Stec (PhD) is a university professor, an applied linguist and a researcher at the University of Silesia in Katowice, Poland. She is an author of articles published nationally and internationally, an evaluator of materials for the Polish Ministry of Education. Her main areas of interest involve early language education, materials development and multicultural education. She is interested in design, implementation and evaluation of ELT materials, multimodality and visual methodology. She is a MATSDA (Materials Development Association) member.



My museum.

A cultural and artistic responsible study through silent picturebooks

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages Additional languages	0 – 6	Multimedia and multimodality for multilingual education

The aim of this study is to explore the literary-artistic pedagogical possibilities of silent picturebooks. Considered as a unique synthetic cultural contemporary form, and examined in the academic research sphere from mid-twentieth century, this multimodal artifact becomes a suggestive challenge in the Early Childhood Education classroom. In this sense, its open and polysemic nature offers an interesting synergy among language and literature didactics, visual and artistic expression teaching and social sciences disciplines. After an initial theoretical foundation on the description and history of silent picturebooks from an international perspective, the project designs a visual and verbal matrix that combines the key language and literature elements and a primer of visual literacy elements and principles in an attempt to provide teachers an innovative way of reading-viewing stories with pre-readers. This creative matrix is applied to analyse the multilingual, multimodal and multiliteracies potential of the title *My museum* by Joanne Liu. The results confirm the endless sociocultural and creative richness of this hybrid dialogic agent since it can be used in any kind of new learning landscapes..

Rocío Domene-Benito is a PhD in Specific Didactics, and lecturer in Language and Literature Teaching at the Faculty of Teaching of the University of Valencia. With a linguistic and literary educational background, her main research domains are related to second language teaching and new methodologies applied to Higher Education and Children’s literature. She’s published several papers on female themes and the pedagogical potential of picturebooks.

Matilde Portalés-Raga is a PhD in Fine Arts, and lecturer in Didactics of Art & Visual Education at the Faculty of Teaching of the University of Valencia. Official Master’s Degree in Cultural Management and Specialization Diploma in Culture, Reading & Children’s Literature. She has given talks, workshops and courses on illustration, creativity and pedagogy in academic frameworks, libraries, schools and other organizations. Her main research lines are focused on the potential of Multiliteracies and the interdisciplinarity between Art, Literature and Culture in the learning environment..



Navigating a road to recovery in primary EFL: Student teachers' observations during the COVID-19 pandemic

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Teacher training on early language education

Multisensory and holistic learning are well-established good-practice principles in early foreign language learning, widely publicised in guidelines for teachers. Consequently, student teachers are encouraged to create a multisensory and holistic learning environment during internships at school. However, what happens when regular face-to-face teaching is disrupted and adapted to rules of social distancing over a prolonged time, as observed during the COVID-19 pandemic?

In this talk, I identify some of the challenges for primary EFL based on observations that student teachers have shared after their experience of teaching English to young learners aged between 5 and 11. As part of their teaching-based master thesis, student teachers taught multiple EFL sessions over a period of 4 to 5 weeks. The various learning contexts included emergency teaching to children of key workers at school as well as afternoon clubs and pre-school programmes.

Using thematic analysis techniques, student teachers' written reports as well as transcripts of semi-structured interviews with them were analysed in order to establish in how far COVID-19 regulations impacted on the EFL learning context and which reactions student teachers observed in their young learners.

Findings indicate that very young learners' exposure to the foreign language was limited – mainly caused by the narrow range of activities and types of interaction that were permitted. Opportunities for multisensory and holistic learning were restricted, which is expected to influence young learners' progress in English.

Suggestions are made as to how teaching can be adapted to outbalance this lack of learning experience.

Annett Kaminski holds a teaching qualification for ELT at secondary school, a MA in German, English and American Studies and a PhD in Applied Linguistics. She is a teacher educator at the University of Koblenz-Landau. Her teaching includes ELT classes and courses on Teaching English to Young Learners on the primary education degree scheme. Her research focuses on young learners' response to multimodal features in narratives and the use of picturebooks in primary ELT.



Nueva Trova Music: Developing Critical Consciousness in Childhood

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional Minority & Heritage languages	6 – 12	Classroom practices in bilingual/multilingual education

Two-way dual language education's goals include high academic achievement, bilingualism and biliteracy, and sociocultural competence. Some have proposed a fourth goal of critical consciousness. Critical consciousness or conscientization (conscientizão) is the process in which people or students problematize social injustices and take action to change them by reading the word and their world. In bilingual education, students can and should use their full linguistic repertoire and literacy practices to call out these social injustices. One of those literacy practices includes music for social change. Music has a deep history in enacting social change around the world. Spanish-English bilinguals have a unique history in enacting social change through music such as Nueva Trova, protest music originating in Latin America during the middle part of the twentieth century. Students can use these songs as a model for enacting social change in their lifeworlds. This presentation will include theoretical foundations in critical pedagogy as it relates to critical consciousness, a history of Nueva Trova, and student examples of applying critical consciousness through Nueva Trova with primary grade students.

Victor Lozada, MME, is a doctoral candidate at Texas Women's University in Reading. He is adjunct faculty at the University of North Texas-Dallas. You can read his work in General Music Today, NABE Global Perspectives, Bilingual Research Journal, and his co-edited book Engage and Empower! Expanding the Curriculum for Justice and Activism. He currently serves on the editorial board of Reverberations: Teachers Teaching Teachers. He presents at international forums including the World Educational Research Association and the International Kodály Symposium.

Jorge Figueroa, PhD, is the Associate Dean of Research, Inclusion, and Innovation for the College of Professional Education at Texas Woman's University. He is an Associate Professor of Bilingual and ESL Education in the Department of Teacher Education and Affiliate Faculty to the Department of Literacy and Learning. He has trained pre-service and in-service teachers in Puerto Rico, the Dominican Republic, Mexico, Chile, Spain, and the United States



Oggetti Migranti: Promoting Plurilingual education in/outside the classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Minority & Heritage languages	6 – 12	Early bilingual/multilingual education

The talk focuses on the description of *Oggetti Migranti*, a project implemented by the Peggy Guggenheim Collection in collaboration with the researchers of the MILE (Museums and Innovation in Language Education) project of the University Ca' Foscari of Venice. The project aims at promoting plurilingual and pluricultural education, through integrating object-based and translanguaging pedagogies, both inside and outside the school classroom.

The project has been developed as part of the temporary exhibition “Migrating objects: art of Africa, Oceania, and the Americas in the Peggy Guggenheim Collection”, which encourages visitors to explore and challenge the underlying narratives of objects, which meanings have often been misinterpreted by Western culture models. Starting from students’ interaction with these objects and their story, *Oggetti Migranti* aims at fostering the strategic use of students’ entire linguistic repertoire, the legitimisation of a non-hierarchical vision of languages, and the empowerment of students with a migrating background. Two main activities were carried out to reach these goals: museum educators and teachers’ training, and school students’ participation in school-museum modules.

The project has had a positive impact on all the actors involved. While newly arrived students with a migrating background have successfully used their first languages to efficiently interact with their peers, monolingual students have had the opportunity to develop their linguistic and metalinguistic awareness. Finally, both teachers and museum educators have realised the value and importance of adopting translanguaging practices within sustainable and long-term partnerships.

Claudia Meneghetti is a PhD student in Educational Linguistics at Ca' Foscari University of Venice. Her research focuses on plurilingual and pluricultural education, teacher professional development, and L2 teaching and learning. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group, aimed at researching and promoting plurilingual and intercultural education across learning contexts.

Fabiana Fazzi is a postdoctoral researcher in Educational Linguistics at Ca' Foscari University of Venice. Her research interests lie in the areas of language learning beyond the classroom, bilingual education and teacher professional development, translanguaging, and digital education. Over the years she has become an expert in participatory action research, with a focus on the impact of museum learning activities on students’ affective and linguistic gains.



On the challenges and benefits of early multilingual education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Additional languages	6 – 12	Early bilingual/multilingual education

This talk shines light on the challenges and benefits of multilingual pedagogies in the complex minority setting of South Tyrol, a trilingual province in Northern Italy where three autochthonous language communities – each with their own school system and language education policies coexist.

The talk first sketches the complex politico-historical context and examines the impact that different politico-ideological perspectives have on language policies and teaching practice in German, Italian and Ladin schools in the region. It then presents good practice examples of multilingual classroom approaches at the primary level, and reports research into early multi-competence which points to significant advantages linked to multilingual educational programmes. Findings are discussed against the background of persisting misconceptions regarding the implementation of multilingual schooling. The theoretical framework for this contribution is provided by the DMM (Herdina & Jessner 2002). The talk closes with an outlook and suggestions for a multilingual pedagogy for complex sociolinguistic contexts as constituted by the trilingual region of South Tyrol.

Barbara Hofer is lecturer at the Free University of Bozen and a longstanding member of the DyME research team at Innsbruck University. She also teaches English in a German-language upper secondary school. Her research interests are multilingual acquisition and competencies, amongst others. She has published on metalinguistic awareness and multilingual competences. In her current research she investigates early multilingual competences from a DST perspective.



Overcoming Challenges in Teaching Foreign Languages in Primary Schools in France: The Case of Teacher Training

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6 6 – 12	Teacher training on early language education

In France, the teaching of a foreign language has been compulsory for all pupils from the age of 6 upwards since 2016. In order to qualify as a primary school teacher, students are now required to take a Master's degree in teaching and education and to validate a B2 level of the CEFR.

Teacher training for languages has a double objective: to reinforce linguistic skills and to prepare student teachers to teach a foreign language at the primary level. According to a report published in 2018, the number of language teaching hours provided by the Institutes of Teacher Training in France are not sufficient to provide student teachers with a solid grounding to teach a language and its culture to primary school pupils. Furthermore, only ten percent of our students have majored in a foreign language, so the vast majority feel reluctant to teach a subject they do not feel proficient in.

We teach at the Teacher Training Institute of Limoges and in our English and English teaching lessons we pay particular attention to the feeling of well-being of our students by creating a positive atmosphere. Very little research has been undertaken on the psychological aspects of teacher training as far as the teaching of a foreign language at the primary level in France is concerned. We therefore decided to carry out action research in September 2019 to ascertain to what extent our lessons could influence the confidence of our students to teach English.

Jill Kay Partridge Salomon is a senior lecturer at the Teacher Training Institute (INSPE) of the University of Limoges, France. She teaches English, English didactics and is Director of Research in a Master's programme for future primary school teachers (MEEF). Her research interests focus on the use of authentic material in the teaching of English L2 to primary level pupils. She is currently part of an Erasmus project on Inclusive Pedagogy.



Pedagogical Translanguaging: What Is It and How to Implement It. A Teacher Training Resource

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Andrea **Perales-Fernández-de-Gamboa** (*University of the Basque Country, Spain*)

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Foreign languages Heritage languages	6 – 12	Classroom practices in bilingual/multilingual education

The Basque Country has historically been a bilingual territory, even if it was not until the end of the 20th century that both Spanish and Basque were considered in the education curriculum. Over the years, and following the globalization phenomena, Basque society has embraced and welcomed people from various origins, leading to new educational challenges in the path for inclusion. Thus, a consolidated multilingual education that addresses the needs of the entire student body is crucial. In this sense, pedagogical translanguaging offers the scope to work towards this objective, by helping students leverage their multilingual itineraries and resources within themselves, while building a unique and strong linguistic identity. To this end, a selection of multilingual practices with real and positive impact has been made, based on existing scientific literature. In particular, the book *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* by García, Johnson and Seltzer (2017) has been core to this process. A “teacher training resource” has been the final output of this research. It aims to offer teachers guidance for creating multilingual ecologies within the classroom, regarding: teacher attitudes, school spacing and pedagogical design. Pursuing its practicality, this pedagogical material offers numerous event-based and situation-specific examples of multilingual practices, reaching all faculty levels for a united action..

Izaskun Molás Olalde holds a degree in Primary Education from the University of the Basque Country (2021) and she is pursuing an M.A. in Psychodidactics (*Máster en Psicodidáctica: Psicología de la Educación y Didácticas Específicas*, UPV-EHU). Her research interests are focused mostly on multilingual education, and she is currently participating in a project funded by the Basque Government which analyses the impact of innovative methodologies in language acquisition and literacy in Primary Education.

Andrea Perales-Fernández-de-Gamboa holds a PhD in Modern Foreign Languages and Literatures from the University of Tennessee (2017). She is an assistant professor at the Department of Didactics of Languages and Literatures at the Faculty of Education and Sports. Her areas of research intersect intercultural education, multilingualism and coeducation. She currently participates in a project funded by the Basque Government which analyses the impact of innovative methodologies in language acquisition and literacy in Primary Education.



Perception towards the effectiveness of synthetic phonics by actual pre-primary and primary in-service teachers in Alicante. A mixed-methods research

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6 6 – 12	Early biliteracies and multiliteracies

Learning to read and write has a pivotal role in modern society. Despite long-standing concern of whether an archetypal approach to English literacy instruction could successfully be displayed, the debate shifted the very instant the Jolly Phonics programme was designed. While a growing body of literature supports resorting to synthetic phonics at early stages of children development, research claiming contrariwise does not strenuously reject the method and merely challenges its notion as a fixed approach. The aim of this investigation was to examine the extent to which pre-primary and primary pedagogues in Alicante (Spain) have well received the methodology and are therefore increasingly joining it to their teaching practice. In order to gain an insight into the issue an online questionnaire survey was sent to all private and public schools (n=492), which was followed by semi-structured interviews. Participants were chosen from among those who had indicated a strong opinion towards the use of phonics, either favourably or unfavourably. Survey data shows that there is significant reluctance to utilize synthetic phonics. Interestingly, there were differences in the ratios of public and private schools. Taken together, results suggest that phonics does not stand as a prominent aspect in the minds of policy makers. A reasonable approach to tackle the issue could be to have educational authorities engage investigators in longitudinal research (including meta-analysis) in multilingual contexts.

Mr. Javier Fernández Molina. Degree in English Philology (UA), Master in Foreign Language Teaching (UCAM), Master in English and Spanish for Specific Purposes (UA), PGDip (UCL), Javier attended the seminars and workshops at the University of Oxford (English Language Teachers’ Summer Seminar) in 2016 and 2108. PhD candidate, Javier is a Postgraduate Teaching Assistant (PGTA) at the University of Alicante (Faculty of Education). He has taught seminars at Hochschule pa Vestlandet (Norway) and Middlesex University (UK). His fields of interest include English pronunciation, EduTech, CLIL and phonics.

Dr. María Felicidad Tabuena-Cuevas. Honors Bachelors of Arts from the University of Toronto (Canada), a degree in English Philology and an International Doctorate in Education Research from the University of Alicante. María has taught classes and seminars at: Kemi-Tornio University of Applied Sciences (Finland); Université de Friborg (Switzerland), University of Applied Sciences of Salzburg (Austria), Southampton Solent University (United Kingdom) and Katholieke Pabo Zwolle (Netherlands). Researcher on several research projects funded by the EU: Project Organization Online, POOL2 Business, SKILL2E and MOOC2Move. Her research fields include language teaching and learning, EduTech and interculturality.



Perfil familiar para la promoción de la lectura en lengua inglesa en un contexto multicultural

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Una intervención educativa llevada a cabo en la escuela exige el conocimiento del perfil de las familias, sus hábitos y los recursos que disponen para promover en casa la lectura en lengua inglesa. El objetivo de esta investigación es conocer el perfil del entorno familiar del alumnado de Educación Primaria relacionado con el hábito lector en lengua inglesa. Para ello, se consultó a 201 familias en un contexto multicultural, cuyos hijos estaban escolarizados en centros bilingües públicos o concertados. Se han realizado análisis descriptivos básicos sobre variables relacionadas con el alumnado y el entorno familiar (características personales, hábitos y recursos). Los resultados muestran que el alumnado comienza a estudiar la lengua inglesa como lengua extranjera a los 3 años, en la etapa de Educación Infantil. Respecto a las familias, el modelo más común es el biparental, con tan solo un 25% monoparental, y constituida por padres y/o madres con ocupación laboral y de edad media inferior a 46 años. Asimismo, un 57% dedica entre una y cinco horas a la semana a la lectura de textos en inglés. Sin embargo, la mayoría tiene en sus hogares menos de 10 libros en esta lengua, ya sea para niños o adultos. Dada la gran diversidad familiar que se encuentra en los centros escolares, es fundamental conocer el perfil familiar para saber orientar a las familias en cuanto a hábitos y recursos que favorezcan el aprendizaje de la lectura en lengua inglesa.

PhD. Ligia Isabel Estrada-Vidal - Lecturer at the Faculty of Education of the University of Granada (Department of Research and Diagnostic Methods in Education). She has participated in national and international congresses, and published numerous prestige articles and chapters. She has also participated in national and european different innovative research and teaching projects. She collaborates with various researchers as a specialist in research designs, instrument construction and data analysis. In recent years, he has participated with groups specialized in reading learning in early childhood, primary and secondary education.

PhD. Ana M. Rico-Martín - PhD. in Spanish Philology, is senior lecturer in the Department of Didactics of Language and Literature of the University of Granada (Spain) and researcher in the group Curricular Innovation in Multicultural contexts (HUM-358). Her main research lines are plurilingualism, bilingual teaching, the acquisition of second languages, and the training of teachers in multicultural contexts. She has published various books and articles related to these areas and has conducted and assessed many research projects (Doctoral and Master Thesis) about Spanish as a Foreign or Second language.

PhD. Silvia Corral-Robles - Silvia is a lecturer of TEFL at the Faculty of Education of the University of Granada, giving pre-service EFL courses for Early Childhood, Primary and Secondary education teachers. She has participated in national and international congresses and published numerous articles, chapters on TEFL. She has also participated in different research and teaching innovative projects. Her research interests centre around English in early childhood, primary and secondary education, bilingual education, active methodologies, the integration of ICT as a curricular resource and inclusion, gender, and cultural diversity in the EFL classroom.



PhD. María-José Molina-García - PhD.in Spanish Philology, María José is professor in the Department of Didactics of Language and Literature at the University of Granada (Spain) and researcher in the Didactics of Language and Literature group (HUM-457). Her main research interests are the acquisition of Spanish as a second and foreign language and its teaching in multicultural contexts. She has directed numerous research works in these areas and she has published various books and articles.



PJ Mask in English classrooms: using super-hero children television to teach English for Spanish/Catalan children in Barcelona

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6	Classroom practices in bilingual/multilingual education

This paper aims to explore how the super-hero tv show PJ Mask, as pedagogical material, can facilitate the process of speaking in children from 3-6 years old. This paper stemmed from my experience as a Brazilian English teacher leading extracurricular English classes to students of 3-6 years old in a language school in Barcelona. Multiple studies have investigated the pedagogical efficacy of cartoons in ESL/EFL classrooms. Donaghy (2014) affirms that learning from films/TV shows is motivating and enjoyable because provides an authentic and varied language and gives a visual context. According to Elbwart (2014), translation and repetition can be used as strategies in second/foreign language acquisition to present the meaning of the words. Duff (2000) affirms that through the process of repeating and reproducing words/phrases, children develop good language learning habits. Using PJ Mask as a medium to improve children’s speaking skills, this paper used three phases of techniques: pre-teaching activities, whilst teaching activities and post-teaching activities. In the first stage, PJ mask’s songs were used to stimulate children to sing the songs and repeat small words. In the second phase, arts and crafts were used to develop children’s language skills as well as their motor skills. In this stage, children customised their own PJ masks. In the last stage, students with their customised PJ masks started to repeat the movements of the characters and to sing the songs. The paper concludes by discussing the efficiency of the cartoon as an authentic learning material to attract the attention of students to learn the second/third language actively.

Diego Luiz Albuquerque is a Brazilian multilingual writer and language teacher. With two masters in Education and Performing Arts, his research interests focused on second/third language acquisition using creative writing and performing arts. Having been living in Dublin for almost five years, he is a former intern in a creative writing centre where he led classes for children, adults, refugees and Latin American students. Currently living in Barcelona, he is a PhD student in Education at the Autonomous University of Barcelona focusing on translanguaging studies.



Pre-school learners' attitude towards learning English as a foreign language

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6	Early language teaching and learning

A great amount of research has been conducted on motivational factors affecting foreign language (FL) learning. However, most of this research focuses on adult and adolescent learners (e.g, Kormos & Csizér, 2008; Lamb, 2012) and there is limited availability of studies on L2 motivation of young learners, particularly pre-primary children (Brumen, 2011; Li et al., 2019). Therefore, the present study aims to explore perceptions and attitudes of 5 year-old learners towards learning English as a foreign language. 81 pre-school children from two different schools in Catalonia responded to a 10-item smiley questionnaire. While responding to the questionnaire, some children also expressed why they like or dislike some aspects of learning English. Data was analyzed both quantitatively and qualitatively. Results showed that the majority of children had a high motivation towards learning English and activities carried out in the FL. Based on the qualitative data, it was also observed that negative attitudes towards English were related to perceived difficulty, language anxiety and parental attitude towards the language. The findings of this paper indicate that even very young learners have perceptions of learning a FL. Knowing young learners' attitudes towards learning English may help teachers design their lesson plans accordingly, which may provide an optimum learning environment for children.

Yağmur Elif Met has a Master's Degree in Applied Linguistics and Language Acquisition in Multilingual Contexts from the University of Barcelona. She is currently pursuing a PhD, in which her interests lie within individual differences in SLA, with a focus on internal and external factors surrounding the improvement of teaching methodologies and language instruction in EFL and SLA contexts.



Professional links between primary and preprimary schools in Irish-speaking areas in Ireland

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Minority, Heritage & Endangered languages	0 – 6 6 – 12	Early bilingual/multilingual education

This project was commissioned in 2018 as part of a Department of Education initiative to promote the use of Irish in Gaeltacht or Irish-speaking schools in the west of Ireland. The primary schools were encouraged to forge strong links with their local Irish-medium preschool (naíonra) and to foster strong professional relationships with the staff in those settings and with the parents of the children in their schools. An extensive literature review was carried out on links between the two sectors, with an emphasis on language issues. Field work consisted of interviews and questionnaires with the main stakeholders. Ensuing recommendations involved including but going beyond appropriate transition activities in the preschool and primary school classrooms, cooperation with parents and professional discussions and development opportunities between the two groups about matters of mutual interest. Department of Education guidelines on professional links between the sectors were published in June 2021 but a number of aspects had been in place prior to publication and a pilot scheme was evaluated in June 2021. Trends that emerged from the evaluation indicated that further progress could be made regarding professional relationships between schools and preschool practitioners and also with parents. Other issues that arose in the project involved dealing with different government departments and agencies in the two sectors and concerns remained despite attempts at communication and cooperation. Time and oversight were also issues in dealing with a busy government department as was the delay in translating the background paper from Irish to English..

Dr Máire Mhic Mhathúna is a researcher in early childhood education and second language learning in the early years. She has worked as Assistant Head of School of Languages, Law and Social Sciences, Technological University Dublin and previously as a lecturer in early childhood education, a primary teacher and an early years practitioner. She is chair of the Qualifications Advisory Board for degree level training in early childhood education in Ireland. Commissioned reports include research for government departments, Irish-language agencies and the National Council for Curriculum and Assessment.



Reinforcing Language Skills for Our Youngest Learners

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6	Early language teaching and learning

A talk in English aimed at practitioners of children from 0-6. Sabina Borthwick, Teaching and Learning Leader for Communication Literacy will explain how at the British Council School we use a wide variety of strategies, such as Talk 4 Writing and synthetic phonics to ensure that from the very beginning of their educational journey young learners are provided with a broad range of language rich teaching and learning approaches that support the development of their Early language acquisition skills.

You will find out how our Language policies ensure a carefully planned approach, which results in successful Early biliteracy for the children, as they then continue their educational journey into Primary school..

Sabina Borthwick is the Early Years Teaching and Learning Lead, Communication and Literacy as well as an Early Years Teacher at the British Council School Madrid.



Second language acquisition in children with developmental disabilities in the home setting

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	0 – 6	Early language teaching and learning

The need for L2 acquisition in children with developmental disabilities is always neglected in both research, educational practices, and therapy programs. Prior studies note that children with developmental disabilities have limited opportunities and support to acquire L2 skills and L2 education is less available to this population. The biased perception that children with developmental disabilities are not capable of learning a new language is all-too-common. Little has been known about how to address the needs of L2 learning in this neglected population. Studies have demonstrated that children with developmental disabilities are able to attain L2 development. However, when children are “labelled” as “having developmental disabilities”, they are often advised to avoid the exposure to a L2. Given the limitations in existing research on L2 acquisition in children with developmental disabilities and the need for L2 learning in this underrepresented group of learners, this study aimed to examine how children with developmental disabilities acquire L2 skills in the home setting (types of activities, instructional strategies), identify the factors within the home setting that may affect L2 learning in this population, and elicit implications for future practice to support L2 acquisition in children with developmental disabilities in the home context. The data sources that will be used in this study include a semi-structured interview with a parent of a 5-year-old child with Rett syndrome, a rare genetic neurodevelopmental disorder, and participant observation of second language story reading activities between the parent and the child in the home setting.

Xing Wei is a Ph.D. candidate in the Department of Language and Literacy Education, Mary Frances Early College of Education at the University of Georgia. Her research focuses on language modelling using augmentative and alternative communication devices in children with complex communication needs.



Simultaneous bilingual Spanish and English teaching with adapted Jolly Phonics

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6	Early biliteracies and multiliteracies

Transference processes seem to help create new cognitive structures and affect learning development. Cummins' (2001) *Interdependence Hypothesis* focuses on the idea that knowledge and literacy acquired in the mother tongue can transfer and positively influence a faster acquisition of a second language. Furthermore, this transference seems to be *bidirectional* between the first and the second languages (Reyes, 2006). This was later demonstrated in a research study in 2019, in which pupils taught English with *Jolly Phonics* for one year, also showed improvement in their mother tongue. So, transference was taking place from the second to their first language (Rendón-Romero, Navarro-Pablo & García-Jiménez, 2019). In addition, Byers-Heinlein (2013, p.102) said that “our brains may be more receptive to language earlier in life”. Thus, the importance of the biliteracy development during the early years is clear. In teaching with phonics, we saw the need to demonstrate visually the phonetic differences between the two languages. New material has been created to be able to teach both Spanish and English sounds at the same time so children improve their fluency from early on. Different shapes have been created when there is a difference in pronunciation between the languages. In the same way as with the original Jolly Phonics, children will notice these variations and be able to read the words accurately in both languages. Materials are all designed following the same layout as the original Jolly Phonics..

Sara Rendón obtained her International PhD at the University of Seville in 2019. She previously completed a degree in English Studies and a Masters' degree in Teaching of Secondary Education, Vocational Training and Languages Teaching. Since 2016, she has focused her research on early biliteracy and the transference of knowledge, skills and linguistic structures. She currently works as a lecturer at the Department of Language and Literature Teaching at the University of Seville and her areas of interests are bilingual education and literacy, diversity and the digital gap.

Chris Jolly is Managing Director, and owner, of Jolly Learning Ltd. He founded the company in 1987, initially publishing some boxed reading games. He published the first part of Jolly Phonics in 1992. Chris was awarded an Honorary Doctorate of Letters in 2014 from the University of Uyo in Nigeria, and an Honorary Doctorate of Science from the University of Bristol in 2017. In 2019 he was awarded a Lifetime Achievement Award from the IPG, a publishing trade association.

Macarena Navarro Pablo is teacher trainer in Early Childhood and Primary Education teacher's degrees at the University of Seville, where she has worked for over 20 years. Her main teaching and research interests include reflection on methods for teaching language skills development, improving language competence, analysis and design of teaching sequences, resources and materials for language teaching. Her research spans studies of first and second language teaching and learning, bilingual education and biliterate development. She has presented at more than 40 conferences and is the author of different national and international research articles, books and chapters in these fields. She has also participated a number of European, national and regional research projects.



Socio-cognitive development and its impact on attitudes and motivation towards learning French in primary school

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

It has been widely reported that young learners are enthusiastic about learning foreign languages in primary school (Cable et al., 2010), but that this enthusiasm wanes with age post primary (Chambers, 1999). A range of reasons have been put forward, but it can be difficult to tease apart what is due to the developmental age of the learners, or to contextual factors such as length of learning the foreign language or the teaching methods used with different age groups (Martin, 2012; Tierney & Gallastegi, 2011).

The study reported here compared beginner primary school children’s attitudes and motivation towards learning French in the classroom at two different ages (6 and 8-year old), in a setting where other variables, such as the context of learning, teacher and teaching style and background of the children, have been kept constant. Two intact classes (n=53) took part in focus groups and one-to-one interviews exploring children’s attitudes and motivation.

Results show that changes in attitudes and motivation occur earlier than previously reported, and that there are notable differences between 6- and 8- year-olds. Important developmental changes in middle childhood in terms of thoughts and beliefs systems lead to differences in attitudes. Children’s affective relationship to the learning process also evolves, and children exhibit differences in levels of self-regulation, self-efficacy and thought and beliefs frames which had a direct impact on their attitudinal and motivational profiles (Bartram 2010; Del Giudice, 2018; Robson, 2006; Ryan and Deci, 2017).

Florence Myles is Professor of Second Language Acquisition at the University of Essex, where she founded the Centre for Research in Language Development throughout the Lifespan (LaDeLi). She is Chair of the Research in Primary Languages Network (RiPL, www.ripl.uk), a UK network of researchers, practising teachers, teacher educators and policy makers aiming to support language professionals and influence policy in primary language education.



Spaces for Teacher Agency in the Mother Tongue-Based Multilingual Education Implementation in the Philippines

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	6 – 12	Materials design and development in early language education

This study investigates teachers’ agency in the implementation of the Mother Tongue-Based Multilingual Education. Data were collected through questionnaires and Focus Group Discussion (FGD).

Under the MTB-MLE, Mother Tongue is being used as medium of Instruction and is also being taught as a subject until grade three. This is a progressive change from a previous bilingual education that uses Filipino and English only as media of instruction. The data revealed that instead of implementing the curriculum as it is mandated by the Department of Education, teachers make their own policies, make their own discourse towards language policies by adjusting and revising the language policy and even the curriculum requirements through class discussions thereby influencing the MTB-MLE implementation. This reflects the teachers’ power to resist the structure of implementation as mandated by the Institution. The enactment of agency through actions of implementation and discourse is also reflective of language ideologies and understanding of the policy.

The conditions in implementation such as delays in sending assistance such as books and trainings prompt intermediate response from the teachers. The response channels their creativity and makes them utilize their community of practice to help each other to create and design materials, and to also seek for assistance from members of the community. The implementation of MTB-MLE also caused resistance as lacks of trainings for the teachers make them go back to the previous policy, and the lack of understanding of the language policy causes resistance thus creating spaces for agency.

Jonevee B. Amparo is a faculty member of University of the Philippines Visayas. She was one of the researchers for the Lingguwistikong Etnograpiya ng Filipinas (Linguistic Ethnography of the Philippines) Project of The Commission on Filipino Language (CFL). Her public service and research focus on language policy, language education, linguistic ethnography, and contextualization.



Spanish-Russian simultaneous bilinguals: challenges and approaches towards heritage language acquisition by pre-school children

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	0 – 6	Early bilingual/multilingual education

There are over 350 000 children, Spanish nationals with Russian as a heritage language, with the largest Russian-speaking communities registered in the provinces of Valencia (Alicante), Catalonia, and Andalucía (Málaga) which provides an excellent opportunity to investigate a new socio-cultural phenomenon of Spanish-Russian bilingualism.

The acquisition of Russian as a heritage language outside the natural linguistic environment is challenging for both parents and children. The critical period of forming simultaneous bilingualism is between the age of 0 and 6 when children spend most of the time at home hence parents become the main source of language education. The most common method “one person, one language” dated back to the 1930s is productive but not self-sufficient, as a result, bilinguals’ vocabulary is sufficiently lower than monolinguals’ of the same age, and heritage language acquisition goes slower due to inconsistency of informal education. On the other hand, there is a frequent lack of motivation for bilingual upbringing from the Spanish parents’ side, limited number of Russian language centers, lack of bilingual teachers, and materials available.

In conclusion, family education is essential for Spanish-Russian bilinguals of early age which is why a new complex approach must be developed to support and improve it. Our hypothesis is that it must consist of two parts. The first one - the creation of the system of “simultaneous” oral language exercises in Russian in the context of Spanish integrated into daily family routines (the typology and examples would be presented). The second one, the development of an adapted training program for parents to be able to apply the system at home.

Medina Buneeva, a Ph.D. student in the doctoral program in Education Sciences at the University of Granada, born in Moscow, Russia, resident in Spain since 2011, graduated from Moscow State Pedagogical University, Philological Faculty. In addition, obtained the title of Spanish as a foreign language teacher at Instituto Cervantes. Works with Russian-Spanish bilingual children at specialized language centers in Madrid and Cádiz, performs research on the development of simultaneous education methodology for pre-school bilinguals.



Storytelling and Robotics in a E.A.L. italian context retelling *The Gruffalo* through a robot called *OZOBOT*

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages	6 – 12	Materials design and development in early language education

Context of the experience. The activity has been developed in a Primary School with children aged 8-10. The activity can be adapted for kindergartens as well.

Rationale behind the activity. Nowadays, S.T.E.A.M. activities are actively present in our daily educational and teaching experience. The activity I will propose is considered multidisciplinary because it involves different areas (linguistic, technological, scientific and mathematics) as pathways to guide discussions and critical thinking. Moreover, according to MIT Boston's Lifelong Kindergarten approach, we need to work on divergent creative thinking and promoting teamwork.

The activity - main innovation of the activity. The teacher reads the book in the classroom and then explains the activity to children. Children are divided into groups composed by six people. Each child has a task and each group generally has one director, two designers, one storyteller and two programmers. The groups have to reproduce the story of *The Gruffalo* and retell it in English while the robot is working. During the whole activity, the teacher and the children speak English. The objectives are learning new vocabulary, improving their comprehension skills, cooperating, acquiring new technological skills and practicing English at the same time.

Roberta Contin. Degree in Modern and Contemporary Western languages and literatures (2011). Master in Postcolonial European and American literatures and languages (2013), both at Università Cà Foscari (Venice). Erasmus (2009) at Universitat Pompeu Fabra (Barcelona). In 2020, beginning of PhD in Translation and Language Sciences (thesis about E.A.L. teaching to the very young language learners) at Universitat Pompeu Fabra (Barcelona). Started teaching in 2013 (teaching of English and Spanish in different education levels). Teacher at "Fondazione Giovanni Paolo I" (Venice) and PhD student at Universitat Pompeu Fabra (Barcelona).



Storytelling with Young EFL Learners: Beyond Linguistic Instrumentality

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

Current storytelling practice in primary school EFL contexts tends to be a static and linguistically-driven activity in which the teacher reads a story and students listen in order to practice targeted language through repetition and responding to questions. In this study, we propose an onto-epistemological expansion of children’s storytelling along the lines defined in recent research with adult EFL learners (Férez Mora et al., 2020), whereby literary texts are used not only to enhance linguistic competence but to simultaneously promote high order thinking skills and enhanced awareness of issues of social justice. Drawing on the written journals of 20 future primary school EFL teachers, we explore: (i) the trainees’ general perceptions of storytelling as a methodological tool; (ii) their attitudes towards applying a more critical approach with younger learners; and (iii) the challenges they face when attempting to do so with an actual story. The results showed that while the trainees held a typically instrumental conception of storytelling, they were also overwhelmingly in favor of introducing a more socio-critical dimension. The main challenges faced by the trainees when developing the approach with a well-known fairy tale were as follows: the activities designed focused on the activation of mainly low order thinking skills and displayed a very limited understanding of young learners’ participation. Also, trainees did not know how to design activities targeting contents of social justice or how to integrate language instruction into the expanded rationale for storytelling. Conclusions will be drawn for engaging in storytelling with young learners from this expanded perspective.

Yvette Coyle is an associate professor in the Faculty of Education at the University of Murcia in Spain where she teaches on the bilingual degree course for future primary school teachers of English. Her research interests include second language writing and feedback processing with younger learners, genre pedagogy and the use of literature in ELT. She has published widely in international journals and numerous edited volumes.

Pedro Antonio Férez Mora is a lecturer at the Department of Didactics of Foreign Languages and Their Literatures at the University of Murcia in Spain. His research interests include queer theory, L2 pedagogy, critical applied linguistics and CLIL. He has published in international journals such as System or Textual Practice.



Student teachers on supporting parental involvement in children's foreign language learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Teacher training on early language education

Parental involvement in children's foreign language (FL) development is becoming increasingly common nowadays (Rixon, 2019). Furthermore, parents seem to prefer their children's FL learning to start as early as possible (cf. Fleta, 2019). In response to this educational demand, formal FL teaching has expanded in recent years, starting in early childhood education (ECE) (cf. Cortina-Pérez & Andúgar, 2020). However, parents still need professional support on how to deal with their participation in children's FL development (Li et al., 2018). Thus, this work will present a (co)meta-review carried out by student teachers on parents' involvement in ECE children's FL learning in Cádiz (Spain). It will also contribute to outlining a catalogue of practical proposals for supporting parents as part of student teachers' training within the bachelor's degree in ECE at Cádiz University (2021-22). To do so, an exploratory mixed-methods research will be conducted thoroughly: first to measure parental involvement through a survey (Rokita-Jaśkow, 2019), in the quantitative study; and second to collect student teachers' opinions on how to support parents through weekly online discussion forums and to agree on practical proposals through a focus group, in the qualitative study. We can predict low parental involvement in relation to parenting and communication, although parents are willing to participate in learning at home (Rokita-Jaśkow, 2019). In conclusion, this study will measure the involvement of parents in their children's FL development in Cadiz and will uncover possible areas for improvement as part of student teachers' training in terms of school-family relations on FL learning.

José Luis Estrada-Chichón. PhD in language teaching. MA degree in foreign language (English) teaching. BA degree in English philology. Lecturer of foreign language didactics and bilingual education in the Department of Didactics of Language and Literature, Faculty of Educational Sciences, at the University of Cádiz (Spain). Main research interests: Instructed Second Language Acquisition (ISLA); bilingual and multilingual education; Content Language Integrated Learning (CLIL)); and teacher training.



Subject-specific vocabulary recall and use: Exploring L2 learning outcomes and opportunities in a primary education CLIL program in Catalonia

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early bilingual/ multilingual education

The present study seeks to explore the effects of participating in a CLIL program in terms of L2 subject-specific vocabulary learning in a primary education school. CLIL instruction has been found to benefit the development of English L2 vocabulary, more receptive than productive (Jimenez Catalan & Ruiz de Zarobe, 2009; Xanthou, 2007). Nonetheless, little is known on subject-specific vocabulary learning in CLIL and how it is supported through classroom input with young learners. We explore the impact of a 4-week CLIL programme implemented in a Catalan primary school with a group of 16 Catalan/Spanish L1 children, aged 10-11. Vocabulary learning was measured by means of *ad hoc* tests, designed on the basis of the input from the CLIL materials and targeting vocabulary recall (meaning and form) and vocabulary use. In addition, teacher input throughout the program was scrutinised by means of the *Teacher Input Observation Scheme* (TIOS) (Kersten, Bruhn, Ponto and Böhnke, 2018) to identify opportunities for L2 vocabulary learning.

The results indicate that CLIL instruction positively impacted children's depth and breadth of subject-specific vocabulary knowledge. More specifically, meaning and form recall rates significantly improved by the end of the CLIL program, particularly in terms of 2K and off-list words. With regard to productive knowledge, statistical improvement was found in terms of lexical diversity and sophistication, but not lexical density. We argue for the need to use subject-specific assessment instruments to appraise L2 vocabulary gains in CLIL and the added value of this approach in early foreign language instruction.

Alexandra Vraciu is a Serra Húnter Lecturer in EFL Didactics at the Faculty of Education, Universitat de Lleida (Spain). She holds a PhD in English Language and Linguistics from Universitat Autònoma de Barcelona and Université Paris Ouest Nanterre. Her research interests include the acquisition of tense-aspect morphology, child peer interaction, and teacher input quality in content-based instruction (CLIL and EMI). She teaches EFL Didactics for pre-school and primary education at undergraduate level and CLIL and Research Methods in Education at postgraduate level.

Anna Marsol is a postdoctoral researcher in English as a Foreign Language (EFL) Didactics at the Faculty of Education, Universitat de Lleida (Spain). She holds a PhD in Applied Linguistics from Universitat de Barcelona. Her research interests include Content and Language Integrated Learning (CLIL), classroom interaction and teacher talk in EFL and CLIL contexts. She teaches undergraduate courses related to CLIL teaching in primary education and a postgraduate module about classroom interaction in both EFL and CLIL contexts.



Superdiversity of bi/multilingual language learners in Poland: a multiple-case study of teachers' perspectives

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Additional languages Heritage languages	6 – 12	Multilingual identity and socialization in the early years

A vast array of challenges teachers experience in a 21st-century L2 classroom stem from the increasing superdiversity, where learners' socio-cultural background is much less predictable and much more complex (Vertovec 2007; Blommaert & Rampton 2011). Living in a hyperconnected world, in which the boundaries of time and space are transcended (Fredette et al. 2012), criteria such as nationality or ethnicity, which used to be adopted to categorize multilingual learners' linguistic repertoire and cultural identity, need to be called into question. The complex and multi-faceted approach to multilingualism served as a foundation for the multi-case study presented and discussed in this paper. Qualitative data were collected using semi-structured online interviews with 23 Polish teachers of English at the primary level. The multiple case study was framed through the lenses of personal teaching experience of the participants who described 20 illustrative cases of bi/multilingual (BML) children they used to work with. The interviews were transcribed with the help of NVivo transcription software. The analysis of the qualitative content of the transcripts was performed by means of the NVivo 10 software. The respondents pointed to a number of didactic challenges encountered when working with BML young learners, including insufficient language to communicate and fully benefit from participation in educational processes, problems resulting from the need to function in a different educational system, group dynamics and adaptation difficulties, child-parent-teacher relationships, special educational needs, or even post-traumatic stress disorder. Since the findings report on the challenges of bi/multilingual education and the ways in which the teachers attempt to cope with them, the study adds to the literature and research on early language learning and multilingual education.

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Sustaining Culture and Language through Music: Latin American Culture in U.S. Schools

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Additional languages Heritage languages	6 – 12	Classroom practices in bilingual/multilingual education

All humans speak. All humans interact with music. These are two powerful truths that should be applied to schooling, especially for bi/multilingual students. Music and language are connected in a myriad of ways. From the connections between phonological awareness and music to the cultural connections with music, our bi/multilingual students understand language and culture deeply through music. Music can be a way to introduce language-based literacies to emergent bi/multilingual learners while applying a culturally sustaining pedagogy that values all linguistic and literacy practices. Classroom-based practices in both the music and general education classroom are demonstrated with primary grade (ages six through twelve) student examples. Multimodal examples include Puerto Rican, Mexican, Tejano, and other Latin@ folk and popular songs as well as multilingual children's literature. These student examples include poems, drawings, compositions, and multimodal presentations. Participants will be able to understand how to apply a culturally sustaining pedagogy with these populations in a U.S.-based context and enact a culturally and linguistically sustaining pedagogy in other contexts. Music pedagogies discussed include Orff Schulwerk, Dalcroze Eurhythmics, and the Kodály method.

Kay Piña, MM, is currently a PhD student at Pennsylvania State University. Kay has taught general music, and choir in Texas for numerous years in south Texas. She completed her Bachelor of Arts in Music at Texas State University and received her Master of Music degree while studying at the University of Texas at San Antonio. Kay is a Master Teaching Artist for the American Eurhythmic Society where she is the current President.

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Synthetic phonics and teachers' pronunciation

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early bilingual/multilingual education

Background. Synthetic Phonics (SP) is commonly used to teach reading to students in English-speaking countries. It is also used to teach literacy skills in bilingual primary schools in countries where English is a foreign language, such as Italy. This study seeks to explore synthetic phonics from the point of view of teachers in the Bilingual Education Italy (BEI) project who have been using synthetic phonics in their primary English classes for over three years. The BEI project was established in 2009 as a memorandum of understanding between the Italian Ministry of Education and the British Council.

Method. A questionnaire was sent to 15 teachers who teach in state bilingual primary schools in Lombardy and who are part of the BEI project. The questionnaire asked about their perceptions of synthetic phonics before and after using it and about the impact of using synthetic phonics on both students' and teachers' pronunciation.

Results. Results show that the perceptions of BEI teachers towards SP are very positive particularly as regards pronunciation gains, not only of students but also of the teachers themselves. Teachers drew attention to the way the use of SP enhanced their own phonemic proficiency and could be an effective teaching resource.

Conclusions. Available research in the field suggests that the input students receive in the classroom influences their phonological learning trajectories. Teachers' positive perceptions about the usefulness of SP with regards to both students and teachers' pronunciation point to the value of using synthetic phonics in bilingual programmes in which English is the foreign language and of supporting teachers to do so through pre-service and in-service teacher education. SP can be a way of focusing teachers' attention on their own pronunciation.

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Francesca Costa is Associate Professor in English Language and Linguistics at Università Cattolica del Sacro Cuore in Milan. She taught English for Primary Education at Università degli Studi di Bergamo from 2017 to 2019. Her area of research focuses on the teaching and learning of the English language at all levels of education (from pre-primary to university) with particular focus on Bilingual Education.



Teacher education and teaching practice in early language education, 6–12

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Teacher training on early language education

This paper reports on two ongoing and related projects in teacher education and teaching practice. A Nord University pilot project for empowered participation in teaching practice involving trilateral cooperation between school, university, and student teachers of English began in 2021. The focus of this northern Norway project is to develop a window for reciprocal preparation, mentoring, and feedback on students' practice that equally involves the different stakeholders – school mentoring teachers, university supervisor and student teachers. Initial results reveal key areas that require further enhancement.

A four-year teacher education project involving international cooperation between Norway (Nord University) and Canada (Bishop's University, Québec) was awarded funding for 2020-2024. Despite (or due to) the ubiquity of English in the environment of these countries, the educational goal of English for in-depth learning needs to be clarified. The *English language and literature – in-depth learning* (ELLiL) project focuses on developing the study of English as a window of opportunity for deep reading and in-depth learning, while strengthening the cooperation between university, school and student teachers involved in action research. This project aims to support student teachers and school mentors to be able to make effective use of multimodality and #ownvoices in children's literature, through structured guidance to deepen and extend their own response. The project includes developing and trialling clear guidelines to help teachers and student teachers support and scaffold young learners' responses to multimodal texts.

Janice Bland is Professor of English Education, Nord University, Norway. Her interests include teacher education, creative writing, children's literature, critical literacy, and global issues, interculturality and drama. Her publications include *Teaching English to Young Learners – Critical Issues in Language Teaching with 3-12 Year Olds* (2015), and *Compelling Stories for English Language Learners: Creativity, Interculturality and Critical Literacy* (forthcoming 2022). Janice is editor-in-chief of the open access journal *Children's Literature in English Language Education*.



Teacher training and linguistic policies in the Comunidad Valenciana

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages Additional languages	0 – 6 6 – 12	Teacher training on early language education

The Comunidad Valenciana is one of four regions in Spain that first incorporated English as a foreign language at the Pre-Primary education level as well as at the Primary education level (Eurydice, 2017). This should imply the need for accompanying specialised training in language teaching methodologies and the achievement of the necessary language qualifications throughout teacher training programs at universities. Nevertheless, constant changes during the last two decades in educational and linguistic policies in the region, both at the university and Generalitat Education Ministry levels, have created a gap between policy and teacher training programs. This study looks at the particular case of teacher training programs at the University of Alicante and the changes in policies that have led to a current contradictory situation: the lack of specific linguistic training which affects future teachers. The analysis of these changes illustrates the consequences for future teachers who cannot pursue their profession without additional training and qualifications by external organisations. The need to reevaluate this situation will be discussed and a proposal for the necessary steps forward to resolve this important issue will be presented.

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Javier Fernández Molina is a professor at the University of Alicante, at the Department of Innovation and Teaching. His areas of research include teaching English as a foreign language, literacy, phonetics and the use of ICTs in the language classroom. He has participated in numerous congresses and has published in his fields of interest.



Teachers' perceptions of foreign language literacy

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early biliteracies and multiliteracies

In the diversity of teaching contexts and foreign language introduction at an early age, the need for the development of multiliteracy skills has been heightened. While literacy definitions range from the basic ones including the ability to read and write to the more complex ones emphasising its communicative role in multilingual environment, not much is known about the literacy perceptions of foreign language teachers themselves. The close connection between teachers' beliefs and practices has already been established, therefore the aim of the present study was to investigate English teachers' (N=350) perceptions of the development of foreign language literacy skills in primary school. The study was conducted in different teaching contexts, including traditional and CLIL settings, in three different countries, Spain, Poland and Slovenia. A questionnaire was used to explore how teachers conceptualise the development of FL literacy using a quantitative approach and a content analysis of the open questions. The study indicated teachers' restricted views on the meaning of literacy in the open questions, while the closed questions implied a broader understanding of the concept. The differences were shown among the three countries, especially in the perception of literacy in content subjects in Spain and in the importance assigned to the development of literacy in teachers' practices between FL and CLIL contexts. The results of the study can provide a starting point for developing more effective teacher training programmes in foreign language literacy and for supporting in-service teachers in developing foreign language literacy at the primary level.

Mateja Dagarin Fojkar is an Assistant Professor of English Language Teaching Methodology at the Faculty of Education, University of Ljubljana, Slovenia and holds a PhD in teaching English to young learners. Her main research areas include the development of communicative and literacy skills with primary EFL learners. She was the national coordinator of the Erasmus + project LIT4CLIL – Developing FL literacy in CLIL contexts.

Katarzyna Brzosko-Barratt is an Assistant Professor at the Faculty of Education, University of Warsaw in Poland. She completed her PhD at Department of Curriculum and Instruction at the University of Minnesota. Her research interests include language teacher education, CLIL and literacy development in primary contexts. She was the project coordinator of the Erasmus +project Lit4CLIL and serves as a programme director for Graduate Programme in Teaching English to Young Learners at the University of Warsaw.



Teachers' assessments of their plurilingual students' language resources

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Minority, Heritage & Endangered languages	0 – 6	Classroom practices in bilingual/multilingual education

The focus of this study is assessment practices in linguistically diverse classrooms with Swedish as the language of instruction. A recent amendment to the Swedish Educational Act has placed further importance on assessments when striving for enhanced school achievements. It is now obligatory for teachers to assess each student's language resources from the age of six. One purpose is to identify students in need of support in reaching the curriculum goals for the school subject Swedish. The aim of this study is therefore to understand how teachers use the assessment in order to make their plurilingual students' language resources and need of support visible. Method: A case study using participatory observations and informal interviews in two preschool class classrooms. Approximately half of the students that participated spoke additional languages to Swedish at home. One of the four teachers identified themselves as speaking additional languages. Interviews with parents, mother tongue teacher and special education teacher complemented the classroom observations. Results: A preliminary analysis showed that teachers rely on the use of Swedish but also use a shared linguistic repertoire in order to make the students language resources visible. When the teacher and the student do not share a linguistic repertoire the student's possible language resources or needs remain hidden. Conclusions: Implications and suggestions for cooperation with parents and mother tongue instructors to complement the teachers' assessments will be discussed. This presentation will be held in English.

Elisabeth Nilsson is a PhD student in Language teaching and learning at Umea University. Her research interests are young plurilingual pupils' language development, assessment practices and teacher assessment literacy.



Teaching English as a Foreign Language to first graders; insights and challenges

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Johnstone (2009) suggests that possibly the world’s biggest policy development in education is introducing English language to young learners. The English language was introduced for the first time to first graders in the academic year 2021-2022 for all public schools in Albania. There are many proponents who support the implementation and execution of such innovative idea which will play a pivotal role in the education of the children considering English as the new Lingua Franca. On the contrary, this is a great challenge for Albanian teachers because Albania is a developing country and the infrastructure and resources in schools are far from ideal.

This paper presents a mixed-methods approach focusing on identifying the challenges, insights and necessities that English teachers experience while teaching EFL for the first time to first graders. A questionnaire was provided to 72 English teachers from four different areas of Albania who provided qualitative and quantitative data. The results of the study show that 72.3% of teachers need specific trainings on the methodology of teaching languages to this age group. The study further shows that 75% of teachers agree that the lack of digital devices impacts the effectiveness of teaching and learning process. Other challenges consist of lack of didactic materials, lack of proficiency in L 1, and differences between the two languages. In conclusion, it is crucial to emphasize that 64.2% of teachers are enthusiastic about teaching EFL to first graders despite the several challenges.

Merita Hoxha teaches Methodology of Teaching and Learning Languages, Teaching Skills and Second Language Acquisition at Aleksandër Xhuvani University in Albania. She holds a PhD in pedagogy and is interested in teaching and learning languages in K-12. In 2014 she participated in the course Teaching English to Young Learners offered by University of Oregon, USA. She is also the creator and coordinator of the project Teaching English to Underprivileged Young Learners supported by CAF and US. Embassy, Tirana.



Teaching for Global Competences through Biographies in Primary School using English as an Additional Language

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Classroom practices in bilingual/multilingual education

In today's complex multicultural societies, it is imperative that people become globally competent citizens. It is a life-long process the education systems are expected to trigger and develop through globally competent teachers preparing children for a rapidly changing world (Council of Europe, 2019; OECD, 2018; Tichnor-Wagner et al., 2019).

Pupils and students need to go beyond the learning of disciplinary contents to nurture the ability to communicate across cultures, understand and recognize others' perspectives, develop linguistic and cultural awareness (Boix Mansilla, 2020) adopting an inclusive position.

To promote and support learning English for global competencies and cultural/linguistic awareness in primary school EAL (English as additional language) learners, the authors propose designing activities linked to citizenship education. The activity referred to in the paper is the writing of narrative biographies of immigrant people to be used in Italian 5th grade class.

Biographies are suited for language learning (La Luzerne-oi & Kirschermann, 2018) in terms of linguistic outcomes, content specific vocabulary and fluency development, but they can also introduce learners to more complex understandings in an engaging way: by exploring some of the context of that person's life, and any events that influenced them, pupils can increase their cultural awareness, divergent thoughts and critical thinking to address inequities and social justice (Johnston et al., 2021).

Teachers can promote intercultural competences creating cross-cultural learning opportunities for pupils using stories of people from different cultures to write narrative biographies as a way to promote global competences.

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Ilaria Salvadori is an EFL teacher in Primary and Secondary Schools and Teacher-Trainer in the English Language and CLIL courses. She is currently Research Fellow at the University of Florence (Italy), assistant in the educational activities of the course Theories and Methods of Instructional Design and Assessment and contract professor in different universities. Her research interests include teacher's professional profile, teaching evaluation, teacher expertise and leadership on which topics she has published articles and the book "L'insegnante esperto".



Teaching in multilingual classrooms in Greece: identifying the gaps between teachers' perceptions and practices in Reception Classes

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	6 – 12	Classroom practices in bilingual/multilingual education

Since 2015, thousands of school-age children have been seeking shelter in Europe due to life-threatening conditions in their countries of origin (war conflicts, poverty, political/religious oppression etc.). Participating in the official educational systems of the host countries, as a key aspect for their smooth integration, has been a multidimensional and complex process including curricular and teaching challenges (European Commission/EACEA/Eurydice, 2019). Several European countries, including Greece, established preparatory language courses for students with refugee or migrant experience before or in parallel to their enrolment in mainstream classes (Crul et al., 2019; Koehler & Schneider, 2019).

The present paper discusses the findings of a small-scale case study conducted in the Reception Class of a Primary School attended by refugee, migrant and Roma students in the region of Tripolis in Greece. Through field observations and a semi-structured interview with the teacher, the research focuses on identifying methods, approaches and principles that regulate the specific class trying at the same time to locate the factors and the tools that affect, positively or negatively, the process of Second Language Acquisition. Results indicate that, even though teachers' views embraced the principles of multilingual education, the employed teaching approaches aligned with traditional methods focusing namely on activities complied with demands of the monolingual curriculum of the mainstream class the students attended. The paper concludes with the need to re-examine the context and the teachers' role in Reception class in Greece with respect to multilingualism and second language learning principles.

Foteini Lytrivi is a teacher in Primary Education who has experience in multilingual education in both mainstream and reception classes for almost 10 years. She also holds a master degree in "Language Education for Refugee and Migrants" from the Hellenic Open University. She is interested and working on the development of educational material for Second Language Learning with her focus on digital media and multimodality.

Maria Papadopoulou is an Associate Professor of Literacies and Language Education at the department of Early Childhood Education, Aristotle University of Thessaloniki, Greece. She has participated in twenty (20) European and national research projects for literacy and second language learning. She has also developed resources for language learning. Her research interests focus on: Teaching and Learning Language, Language education for refugees and migrants, educational material for literacy, Second/foreign language learning, Multimodality and Visual literacy.



Teaching pronunciation to young learners in an ELF context: An analysis of pronunciation activities in English coursebooks for the primary school

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Materials design and development in early language education

Pronunciation is an essential component of any language, as intelligible speech is crucial to successful communication. This is even more so for the English language, given the high stakes attached to its being *the global* means of communication, and, as such, a possible life-changer (Rixon 2015). Yet, the teaching of pronunciation is still largely neglected in ELT, especially in the early stages of schooling (Reid, 2016), teachers often claiming they do not feel confident enough to teach it (Reid, 2014).

This paper addresses the issue of pronunciation teaching in the Italian primary school. It does so by bearing in mind two major premises. First, the status of English as the lingua franca of the globe (ELF) has prompted a shift of emphasis from the attainment of a native accent towards the achievement of mutual intelligibility (Jenkins, 2000; Walker 2010). Second, the Italian primary school today is *de facto* an ELF context (Lopriore, 2014), the school population being characterized by a growing number of multilingual migrant children whose linguistic repertoires may include World Englishes but no Italian, and teachers of English being mostly non-native speakers. Given these premises, the paper considers five sets of English coursebooks for primary school and examines (1) if and which pronunciation-focussed activities are suggested; (2) if and what support is provided to the non-native teacher to make the most of the activities, and (3) whether any of such activities/support show a trend towards an early inclusion of ELF-aware pronunciation pedagogy to enhance multilingualism.

Paola-Maria Caleffi is Assistant Professor of English at the University of Bologna, Department of Education Studies. She holds a PhD in English Studies and has taught English Language/Linguistics and Translation at the Universities of Verona, Padua, Venice and Mantua. Her research interests include English Language Teaching (ELT), English as a Lingua Franca (ELF), Language Change, Digital Communication, Critical Discourse Analysis, Translation. Her current research project concerns early childhood education in English, with a focus on inclusivity and assessment tools.



The “Language train” model for developing awareness of linguistic and cultural diversity at an early age

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6 6 – 12	Classroom practices in bilingual/multilingual education

Children’s perceptions are directly linked to their experiences with languages and the different ways they have been exposed to them. One way of enriching their language experiences and thus develop awareness of linguistic diversity is to give them the opportunity to start at an early age. The proposed paper deals with raising language awareness and developing plurilingual competence at the pre-school and lower primary school level. We first present a model which promotes systematic exposure to linguistic and cultural diversity. The model is based on a framework which integrates six basic aspects: the journey metaphor, exposure to linguistic diversity, exposure to cultural diversity, progression from concrete to symbolic level, effective second language teaching approaches and children participation. In the second part of the paper we present the results of a qualitative study conducted in two kindergarten groups to evaluate the model. The main aim of the study was to identify pre-school children’s perceptions of and attitudes towards different languages (first, second, additional, neighbouring, minority, immigrant) and cultures. The results suggest that the proposed model offers effective strategies for developing positive attitudes towards linguistic and cultural diversity at an early age.

Silva Bratož is Associate Professor of English Teaching Methodology. She teaches several courses language teaching methodology at the faculty of Education of the University of Primorska, Slovenia. She has researched and published in the area of foreign language teaching methodology for young learners and applied linguistics. Her current research focuses on developing plurilingual competence, children’s perceptions of linguistic and cultural diversity, and exploring differentiated instruction.

Anita Sila gained her PhD in the area of early learning from the University of Primorska. Her research is oriented into early learning and teaching, as well as into exploring the role of foreign languages in education. She serves as teaching assistant for the courses English in Educational Studies; Teaching English to Very Young Learners and Practical training in the undergraduate study programmes Preschool Teaching and Pedagogy.



The affordances of co-teaching for developing a translanguaging pedagogy in the UAE

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages	0 – 6	Classroom practices in bilingual/multilingual education

The development of a biliterate (English/ Arabic) future population of native Arabic-speaking Emiratis is part of the vision for the United Arab Emirates (UAE). One initiative which has pushed this vision forward is the large-scale implementation of co-teaching at kindergarten level, using English as a parallel medium of instruction alongside Arabic. This study is informed by linguistic ethnography. The data presented in this paper are derived from focus group interviews with research participants, who are 12 Kindergarten co-teachers paired as one Arabic-speaking and one English-speaking, within three schools in Abu Dhabi. The purpose of this exploratory and descriptive study is to explore teachers' experiences of co-teaching within a dual language model in an intercultural context. Two areas were highlighted by teachers as being particularly helpful aspects of co-teaching. One was the availability of two teachers to engage in classroom management. The other was the availability of the co-teacher to assist with teaching conceptual knowledge in the other language. Both of these point to the enhanced ability of co-teachers to be responsive to the needs of their learners. The teachers interviewed mention translanguaging as an important aspect of co-teaching in the dual language context, although they did not use this term. Supportive bilingual scaffolding strategies were described by teachers for facilitating emergent biliteracy in this context. The linguistic, professional and cultural funds of knowledge brought by the international mix of teachers who now teach within the linguistically re-engineered school system bring a new dimension to the study of co-teaching.

Anna Dillon is an Associate Professor at Emirates College for Advanced Education. She has worked as a classroom teacher, principal and teacher educator in her native Ireland, and as a kindergarten teacher, head of faculty, teacher educator and higher education administrator in the UAE. Her research interests include bilingual education, teacher education, and early childhood education.



The Babies Are Bilingual

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Additional languages Heritage languages	0 – 6	Multilingual identity and socialization in the early years

As the demographics of the United States continue to change, so do the languages that are spoken in the homes of babies. A growing number of babies in the US are considered emerging bilinguals, without a clear first or native language, but rather two or more languages being acquired and spoken simultaneously. With this knowledge, it is essential, that even at these youngest ages, and early stages of literacy development, that there are books that attend to the bilingual infants, and early learners. As a multilingual researcher and a former early elementary teacher, we know that representation matters, and at this stage, as foundations of identity and literacy are taking root, it is imperative that children’s literature be present and representative of the intersection of age and language. This article utilizes a critical multimodal framework to explore the representations of bilingualism and multilingualism in books dedicated to 0-3 year old children published in the last decade. In an effort to disrupt old norms and create new spaces, this article serves as a conversation that centers the “linguistic geniuses” and offers ways of viewing and reading about themselves.



The benefits of the picture book to introduce mathematics curriculum content in preschool

Mercedes Pérez

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Classroom practices in bilingual/multilingual education

This article presents the benefits of the picture book *Press Here* accompanied by guided activities to introduce the curriculum content of mathematics in the preschool stage. Through an experimental design it is proven that second year students of preschool acquire the content individually easier. At the same time, this innovative resource allows them to interact with the book increasing their motivation and interest. A remarkable improvement of the experimental group is proven in the acquisition of numbers (both in the graphic representation and in the quantity). Therefore, it is concluded that both the picture book and the guided activities improve the mathematical competence.



The correlation between reading fluency and external factors of Grade 6 students in EFL

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Early biliteracies and multiliteracies

Reading fluency has been explored in reading research and is particularly related to the acquisition of initial reading skills. The importance of reading fluency in the L1 reading has been confirmed in a number of studies, but there is little research on reading fluency in early foreign language literacy. The sample consisted of 121 EFL grade 6 (age 11) students who were assessed in their EFL reading fluency using Running Records method and asked to complete a background questionnaire that collected a comprehensive set of information, such as the number of books/texts read in the L1 and L2, students' self-assessment of their reading fluency, their L2 school grades, their L2 exposure, socioeconomic factors etc. The results show that students who like reading in English perform better in reading fluency than students who do not like reading. However, a preference for reading in Slovenian showed no statistically significant differences in performance on the reading fluency test. Students who rated their reading as very good and good in both Slovenian and English performed better on the reading fluency test than other students. Students who read 4-6 or more than 6 English books in a year scored higher on average on the reading fluency test. Exposure to English outside of school also affects reading fluency. Listening to English music and being taught only English in school have a statistically significant effect on reading fluency scores. However, reading fluency was not affected by exposure to English media and study abroad.

Tina Rozmanič is a teaching assistant of FL teaching methodology at the Department of Educational Studies. She is a PhD student and is currently writing her thesis on plurilingualism in Slovenian primary schools. She finished her MA thesis on developing primary pupils FL literacy skills through storytelling. She gives lessons in courses such as Language and Intercultural Awareness and English Phonetics for Primary Teachers of English. Currently, she cooperates in a national project Languages Matter, a project on developing plurilingualism in school context.

Karmen Pižorn is Professor of English in Education at the Department of Educational Studies. She teaches the EFL Methodology courses, Plurilingual Education etc. Her research interests range from learning, teaching and assessing young foreign language learners to plurilingual education and national assessment. She has been Leader of the National Assessment Team for English in Primary School for more than a decade and has run a number of international and national projects related to languages education



The Impact of Choice on Foreign Language Teaching and Learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Classroom practices in bilingual/multilingual education

This qualitative investigation concerned the impact of academic choice for foreign language (FL) teaching and learning through two different studies carried out in a FL context. Study 1 explored the beliefs and attitudes of practitioners via an online questionnaire, that was piloted prior to its formal administration. Study 2 looked into the perceptions, experience and reflections of 12-14 year old learners over a choice and a no-choice condition assignment. Grading books, semi-structured observations, teacher's annotations and a questionnaire were used for the second study.

Concurrent views between both parties were analysed in order to draw conclusions on the possible benefits and detriments of academic choice and with the aim to provide guidelines for its successful implementation in the classroom. The results do not throw any evidence to suggest a correlation between choice and improved performance, however there seems to be a positive effect on affective engagement, in the form of enjoyment experienced by both teachers and learners.

Triangulation, advice from a critical observer and feedback from check members were strategies developed to corroborate the consistency between the findings and conclusions. Rich description and a sound theoretical background aimed to provide validity and reliability to the investigation.

Victoria Hortelano has been the Director of the Professional Development Department at Fundación Estudio as well as Deputy Director of the Masters of Innovative Education at Universidad Carlos III for four years. Her teaching experience ranges from primary to university levels. She previously worked as EFL Coordinator at Colegio Estudio and as a teacher in the UK and Thailand. Victoria has a Masters in Teaching Languages by the University of Nottingham and is a certified teacher trainer. She is a good example of continuous professional development and she is currently doing a Masters in Emotional Leadership and Coaching



The influence of the frame of reference and classroom learning context on pre-service teachers' attitudes as regards EFL teaching and learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	0 – 6 6 – 12	Teacher training on early language education

Teachers hold beliefs about many areas related to education and those beliefs impact directly on the teachers' decisions and actions in the classroom. Different elements contribute to shaping teachers' beliefs such as school context, teacher development programmes, and teachers' previous learning experience ("apprenticeship of observation"-Lortie, 1975), among others. The aim of this study is to examine the influence of both the frame of reference ("apprenticeship of observation") and the classroom learning context on pre-service teachers' beliefs and attitudes as regards EFL teaching and learning. For this purpose, a survey was designed and passed to students who studied an EFL programme (1st year of their Degree) and an English Didactics programme (3rd year) at Infant and Primary Education Teaching Degrees in the Public University of Navarra. Both a quantitative and a qualitative analysis of data were carried out. Differences were found regarding attitudes and beliefs between both groups of pre-service teachers, which allowed to diagnose weak areas in the way the EFL subject is currently taught at school level that later on become highly influential in the way student-teachers perceive and approach the FL. This has allowed to confirm that both the "apprenticeship of observation" and the classroom learning context influence Infant and Primary Education pre-service teachers' attitudes and perceptions, in a mostly negative way that later turns into a challenging departing point.

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Nekane Celayeta es licenciada en Filología Hispánica (Mención en Inglés) y Doble Máster Universitario en Profesorado en la especialidad de Enseñanza de Idiomas- en Español e Inglés como Lenguas Extranjeras y Nuevas Lenguas (Universidad de Navarra). Ha trabajado en la Universidad King's College London y completó su formación en la Universidad de Georgetown. Doctorado Internacional en Lingüística Hispánica (2016) en la Universidad de Navarra. Trabaja como docente en Bachillerato y como profesora invitada en la Universidad de Navarra y profesora asociada en la Universidad Pública de Navarra.



**The journey from seed to practice:
the challenges of aligning curriculum, policy and practice
towards fostering multilingual outcomes in Irish ECEC**

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Heritage languages	0 – 6	Language policies for early years

This grounded theory study aimed to reveal the challenges of implementing Aistear, the national early childhood curriculum framework for Ireland (0-6 years), in primarily English-dominant ECEC settings. Against the background of increasing sociolinguistic diversity in Ireland, Aistear is underpinned by the principle of "equality and diversity" (1 of its 12 guiding principles) and recognises the desire for children to learn English and/or Irish, while also maintaining their home languages. The research seeks to understand how the framework's provisions for children with heritage language backgrounds align with policies and procedures of individual ECEC settings, which are expected to "reflect the ethos, principles and practice of the early childhood care and education service" (Early Childhood Ireland) and guide daily practice. This qualitative study combined document analysis with questionnaires and semi-structured interviews to examine the extent of curricular and policy alignment in 3 ECEC settings and to identify ways in which heritage language use and support are implemented. Preliminary findings show that, along with numerous early learning regulations and legislation, the curriculum framework and varying local policies have resulted in a complex regulatory and curricular environment which puts multiple demands on practitioners. Integrating bi/multilingual approaches beyond celebrating cultural diversity was identified as a key implementational challenge. The paper concludes with implications for practitioner preparedness for linguistic diversity in the early learning sector.

Ute Walker is a senior lecturer in linguistics and applied linguistics at Massey University in New Zealand. Her research interests include language acquisition, bi/multilingualism, translanguaging and language policy.

Christiane Schulte is the manager of Kinvara Community Children's Centre and has worked in the Irish early learning sector since 2007. She is currently undertaking doctoral studies at the National University of Ireland in Galway.



The language conversation in kindergarten: Getting to know how multilingual children use their languages

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Minority languages	0 – 6	Early bilingual/multilingual education

Oslo, Norway is an increasingly multicultural and multilingual city, and the Norwegian Framework Plan for kindergartens tells teachers to “(...) encourage multilingual children to use their mother tongue while also actively promoting and developing the children’s Norwegian/Sami language skills.” In linguistically diverse families, multiple languages are often used and learned in several different situations and relations. If not communicated to the kindergarten staff, this using and learning of languages might not always be visible to the teachers, who then may be less able to “encourage” the children the way the Framework plan tells them to. This study will explore in what ways and to what extent kindergarten teachers know about the non-Norwegian language use and competencies of the multilingual children.

The method of the study will be a document review of different material, advice and documents made available to the kindergarten teachers in Oslo from local and national authorities and pedagogical sources. There will also be focus group interviews with kindergarten teachers in two different kindergartens in Oslo about how much knowledge they have about the language use and competence of the multilingual children and how they got this information.

The results from the study are not yet ready, but preliminary results will be presented at the conference and discussed in the light of research from other countries.

Kari Bratland, associate professor in Norwegian language and literature at the department of Early Childhood Education at Oslo Metropolitan University. Research interests: Multilingualism in urban kindergartens, internationalisation, Norwegian as a second language.



The language learning of refugee children in multilingual classrooms

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages	0 – 6 6 – 12	Early bilingual/multilingual education

At the end of 2020, 82.4 million people worldwide were forced to move as a result of persecution, conflict, violence or human rights violations (UNHCR, 2021). The continuous increase in the forcibly displaced population highlighted challenges of access and permanence of refugee children in the national education system of the host countries. Despite having their right guaranteed in international law, nearly half of all refugee children are out of school (UNHCR, 2021). Barriers include recognition of qualifications and of prior learning (certificates, diplomas and/or placement test), the way and the language in which lessons are taught, as well as xenophobia and mother tongue maintenance. Multilingual and multicultural classrooms illustrate the complexity and breadth of childhood multilingualism. Therefore, we chose to approach this theme in the light of the Belarusian author Lev Semionovitch Vygotsky. Based on his text *The Question of Multilingualism in Childhood*, we see that, when it comes to refugee children, the language of the host country can play not only the function of explaining and appropriating reality and, therefore, supporting the resolution of everyday problems, but it will mainly have a direct relationship with child development. In order that, our proposal refers to children from ages six to twelve. We also include in this work data from international agencies that help us provide indications of challenges and trends in the education of refugee children. Thus, we seek to present in this work the need to identify and prepare the education of refugee children in multilingual contexts.

Larissa Mello. English language teacher in a public school in Brazil. English Teaching Coordinator. Master of Education from the Fluminense Federal University and a Doctoral student at the same university. Member of NUTHIC - a research group that translates, interprets and studies the works of representatives of the historical-cultural theory. Researcher in multilingual education, childhood multilingualism and child development.



The plurilingual and pluricultural competence: Examining the Spanish National curriculum for Primary Education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Language policies for early years

In the past decades, Europe has witnessed massive migratory movements within its borders. Thus, fostering intercultural dialogue has become a necessity across the continent. Although intercultural competence has held an important status within the context of language teaching; its relevance has become more evident within European policies concerning education (Liddicoat & Scarino, 2013; Culture Council, 2008). The notions of plurilingualism and pluriculturalism have recently emerged as an answer to this need by promoting learners as social agents and allows to address multiculturalism in the classroom (Council of Europe, 2001; 2018). Level descriptors provided by the CEFR have served as insightful instruments to design language curricula across Europe. A checklist based on the CEFR's descriptors was designed to examine the status that the plurilingual and pluricultural competence holds within the Spanish national curriculum for foreign languages in Primary Education and, to determine whether the contents of the curriculum promote this competence among young learners. Some of our main findings suggest that the Spanish national curriculum does not consider a plurilingual and pluricultural approach to foreign language teaching and provide guidelines for the inclusion of this competence in the future. This study has implications for teachers and, foreign language planning and policies.

María Daniela Cifone Ponte (PhD) is a lecturer at University of La Rioja, Spain. She holds two master's degrees in the field of applied linguistics and language teaching. In 2019, she finished her PhD which focused on the cultural vocabulary input of EFL textbooks. She is a member of GLAUR research group specialized in lexical availability. She has published on intercultural competence and plurilingual and pluricultural competence in young learners and cultural vocabulary in EFL textbooks.



The potential of collaboration among young learners: Insights into oral interactions during writing tasks

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Research on the development of oracy and literacy in the context of second and foreign language learners supports the idea that connecting both skills benefits and enhances their joint development. This study focuses on a classroom task that can facilitate this interaction between the oral and written mode: collaborative writing. In order to delve into the nature of young learners' (YLS) discussions while writing together, the conversations of 20 Spanish YLS of English as a foreign language while writing three compositions in pairs over a three-week period were analysed. Our results suggest that YLS mainly concentrate on discussing what ideas to include in their writings and on how to express them correctly while their interest in planning or revising is scarce. This remains constant across the three compositions. The number of speech turns decreases across tasks, suggesting that collaboration becomes more effective from task to task. As for the quantity and types of the language-related episodes YLS engage in, most episodes focus on form and mechanics, highlighting learners' awareness of the importance of correction. In light of these results, the potential of combining oracy and writing through collaborative writing in early language learning will be discussed.

Maria Angeles Hidalgo is a lecturer and researcher at the Public University of Navarra (Spain). Her research focuses on young learners' foreign language acquisition. She is particularly interested in peer-peer interaction, focusing on aspects such as negotiation of meaning and the influence of task-type on learners' oral and written performance. She belongs to the LASLAB research group and to the Institute of Advanced Social Research I-COMMUNITAS. Her publications include research on negotiation strategies and the effect of collaboration on written tasks.



The potential of sound picturebooks multimodal narratives in Early Childhood Education

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages Additional languages	0 – 6	Multimedia and multimodality for multilingual education

In this paper we present a documentary analysis that confirms how *sound picturebooks* constitute a crucial multimodal narrative that enables contemporary early childhood education students to develop their *literacy* through the synergistic use of images, texts and sounds. In line with the aims of the *Pedagogy of Multiliteracies* (New London Group 1996), we select and analyze fifteen *Sound Picturebooks* in order to implement the *Learning by Design* tenets and its four pedagogical acts (experiencing, conceptualizing, analyzing and applying). In this qualitative study we define the different types of auditory features inside a *sound picturebook* in an attempt to confirm the extent to which the multimodal narratives told in their pages can be a key pedagogical resource to develop multiliteracies and also connect young students with the social concerns of the *United Nations Sustainable Development Goals*. The findings show that due to their hybrid essence as a whole, the use of sound picturebooks with prereaders is an innovative cultural, emotional and multimodal resource able to broaden, not only students' multiliteracies –literary, visual, linguistic and musical–, but also to strengthen their aesthetic, creative and social competences.

Matilde Portalés-Raga. Universitat de València. Departamento de Didáctica de la Expresión Musical, Plástica y Corporal PhD in Fine Arts, and lecturer in Didactics of Art & Visual Education at the Faculty of Teaching of the University of Valencia. Official Master's Degree in Cultural Management and Specialization Diploma in Culture, Reading & Children's Literature. She has given talks, workshops and courses on illustration, creativity and pedagogy in academic frameworks, libraries, schools and other organizations. Her main research lines are focused on the potential of Multiliteracies and the interdisciplinarity between Art, Literature and Culture in the learning environment.

Agustín Reyes-Torres. Universitat de València. Departamento de Didáctica de la Lengua y la Literatura. PhD and Lecturer in the Languages and Literature Education Department at the Universitat de València, Spain. His line of research focuses on foreign language teaching, teachers' education, the Pedagogy of multiliteracies and the use of children's literature in the foreign language class. He is the principal investigator of the research group Lit(T)erart.

Clara Torres Mañá. Universitat de València. Postgraduate Researcher. University Degree in Primary Education and Collaboration and Research Grant from the Spanish National Ministry of Education at the Faculty of Teaching of the University of Valencia. National Diploma in Singing and Clarinet Professional Music Studies. Musical awareness, voice, and music theory teacher. Choirmaster of youth choirs. Researcher at the "Chair for Cooperation and Sustainable Development" of the University of Valencia. Her main research lines are directed towards musical literacy as a multimodal narrative in the 21st century learning environments.



The transition to bilingual education: the experience of a primary science classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Classroom practices in bilingual/multilingual education

As schools transition to bilingual, teachers are expected to teach complex content to young learners with very low levels in the additional language. Despite numerous studies highlighting the need for specialised (re)training (Carro, Cabrales, & Anghel, 2012; Perez-Cañado, 2018) on many occasions teachers are offered little or none. This can result in an over-reliance on textbooks (Alcaraz-Mármol, 2018) and the memorization of facts (Gómez, Rodríguez & Miralles, 2015), risking only superficial learning. This case study traces the experience of one teacher navigating the everyday challenges faced, and the solutions found to facilitate learning in her pupils. The study took place in the first year of implementation of CLIL in a 4th Primary Natural Science class through participant observation. Research questions aimed to determine the methodologies a teacher can follow to promote effective learning in a CLIL context. Results showed some evidence of effective learning and greater student autonomy. The author suggests that the methodologies used can be implemented in other subjects to increase effective learning of content in a bilingual context.

Louisa Mortimore has a BA (Hons) from Portsmouth University, two MA's in TEFL and Bilingual Education, a postgraduate certificate of Expert in CLIL, and is completing a Ph.D. in CLIL at Universidad de Alcalá. She coordinates an in-school CLIL project for Universidad Internacional de La Rioja (UNIR) where she also teaches for the master's degrees of TEFL and Bilingual Education.



The untapped potential of picture books for creating pluricultural spaces in the CLIL pre-primary classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6 6 – 12	Early bilingual/multilingual education

Even if our CLIL classrooms may show diversity, with different languages and cultures coexisting, many of them are far from being considered pluricultural spaces, as expressed in the Common European Framework. Literature, and more specifically picture books, can help early learners acquire the necessary knowledge, attitudes and, more importantly, skills to become culturally conscious. In this talk, we approach the use of picture books to create pluricultural spaces in pre-primary classrooms. We will delve into the theoretical underpinnings of the pluricultural competence and provide some instructional frameworks for the CLIL pre-primary classroom with the help of children’s picture books in English.

Raquel Fernández Fernández is a lecturer in the Modern Philology Department at Universidad de Alcalá (Madrid, Spain). She holds a PhD with a dissertation on the use of literature in EFL contexts in secondary education. In 2014 she was awarded the European Language Label for the coordination of a Bilingual Project in Higher Education. Her fields of interest are EFL innovative methodologies, the use of literature in bilingual education, bilingual literacy development and CLIL teacher education.

Ana Virginia López Fuentes works as a lecturer in the Department of Education, University of Zaragoza. In 2016 she completed an MA in Cinema and Literature in English and in May 2021 she obtained a PhD in English Studies, both from the University of Zaragoza. Her PhD thesis focused on the potential of cosmopolitanism in twenty-first-century Disney animation films to promote inclusive education



The use of inclusive language in the bilingual Spanish-English classroom

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Heritage languages	6 – 12	Classroom practices in bilingual/multilingual education

The recent emergence of inclusive language practices challenging gender binaries in Spanish has received little attention from scholars. In countries like Argentina, the inclusive “they” pronoun (e.g., *elle*) and the gender-neutral -e ending for adjectives/nouns (e.g., *chique*, “young person” for chico-masc., “boy” / *chica*-fem., “girl”) have experienced rapid growth in use and acceptance. These linguistic options introduced by a youth-dominated social change movement are being used by media and educational institutions (Sarlo & Kalinowski, 2019). Meanwhile, normative linguistic power structures such as the Real Academia Española (RAE), which play an important role in the education system and publishing across the Spanish-speaking world (Zentella, 2016), have argued that gender-neutral language practices do not correspond to those of the majority of Spanish-speakers (RAE, 2020). Prescriptivist perspectives may, however, come into conflict with changing legislative realities that empower marginalized gender groups. For example, in the US, California’s Gender Recognition Act has granted students an explicit legal right to use their preferred pronouns (e.g., she, he, they) in the classroom. Acknowledging a wide range of gender expressions in Spanish as well as in English is critical to enhancing diversity, equity, and inclusion (DEI) in our bilingual schools. In this presentation, we provide an overview of how inclusive language can be used in the bilingual classroom among students of 6 to 12 years of age. We include our experiences as language educators in the public university system in California, documenting our mentoring of teacher candidates for bilingual K-12 Spanish-English schools.

Silvia Marijuan (Ph.D.) is Associate Professor of Spanish Applied Linguistics, Program Advisor of the World Language Teaching Credential, and Faculty Leader of the Valladolid Summer Study Abroad Program at California Polytechnic State University, San Luis Obispo, California. Her main research is on second/heritage language acquisition, bilingualism, Spanish in the United States and international education. She is particularly interested in investigating the interaction between external and internal factors in language development as well as issues of diversity, equity and inclusion in education. She has published in Second Language Research, Foreign Language Annals, System and for Routledge and Georgetown University Press.

Scott Ferree (MA) is a Lecturer in Spanish, English Composition, and English as a Second Language at California Polytechnic State University, San Luis Obispo, California and Cuesta Community College, CA. He teaches a wide range of courses involving multilingual learners and writers, including courses for students from underserved immigrant communities. His research interests are in heritage language teaching in Spanish, multilingual writing development in English, translanguaging, and the intersection of these areas.



The Use of Literature for Intercultural Citizenship in English Language Education: A Case Study

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Teacher training on early language education

The project described in this talk departs from previous research undertaken at the Department of Education of the University of Alicante regarding the use of literature in English Language Education at different educational levels. In a preceding study, a reduced group of pre-service teachers participated in an assignment in which they had to create and design a storytelling project that could be implemented in a primary education classroom. For their projects, students had to use Native American Children’s literature as a unifying thread. Furthermore, the literary pieces were provided by the instructor in coordination with the Library of Education considering the students’ interests. The outcomes of this research proved the students experienced cooperative learning, compelling reading (Krashen), as well as the application of critical literacy (Freire) and the effects of intercultural competence.

As a result, the present study aims at an objective target of 300-350 participants. On the other hand, we have extended the scope and genres of the literary pieces for the project, including picturebooks, poetry, verse novels, playscripts, etc written by a variety of minority authors about multicultural issues, dealing with topics such as gender, ethnicity or refugee crisis. Using pre and post questionnaires, this study – which results will be presented at ELLME 2022-tries to demonstrate, at a larger scale, the effects of an innovative didactic approach that addresses the aforementioned principles of cooperative learning, compelling reading, critical literacy and intercultural competence/citizenship among pre-service teachers.

Dolores Miralles-Alberola is part of the Department of Education at the University of Alicante and the Conservatorio Superior de Música Óscar Esplá de Alicante. She received her B.A. in English from the Universidad de Alicante, and her Ph.D. in Latin American Literature with a D.E. in Native American Studies from the University of California, Davis. Miralles-Alberola has published diverse academic articles on resistance literature and film. Her current research focuses on the use of literature in English Language Education.



Tired of sleeping beauties? An adaptation of a gender-inclusive tale for EFL primary school children

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Materials design and development in early language education

This study is a continuation of a research in which we critically analysed a gender-inclusive children’s tale for native speakers of English. In this paper, our main objective is to offer a teaching proposal for working on transformative, feminist and progressive tales in EFL at primary school level. We intend to make EFL teachers aware of the many possibilities that a tale can offer in a teaching-learning environment regarding gender inclusion and thus counteracting discrimination based on gender stereotypes. Our tale adaptation not only considers gender and cultural inclusiveness, but it pays attention to the language used for EFL pupils too. This study is inspired by queer, transformative and responsible pedagogies, which foster critical thinking in our pupils who are already growing up in an increasingly diverse society full of new challenges. As a result, we offer specific and simple strategies for EFL teachers on how to adapt gender-inclusive ‘traditional’ tales according to the pupils’ level of English. By working on this type of material in a transformative and responsible way, primary school children will be further motivated to learn English and they will be encouraged to enjoy tales in the FL, with the final aim to contribute to a more gender-inclusive and equitable society for all.

Stef Barozzi was born in Italy. PhD in Educational Sciences at the University of Granada (2016). Master’s degree in English-language Literature and Linguistics (University of Granada, 2021). BA degree in Linguistics and Modern Languages (French and Spanish) – University of Westminster (GB, 1998). Teacher of EFL for preservice preschool and primary school teachers at the University of Granada (since 2016). Participation in international congresses and publications of chapters and articles mainly based on gender and sexual identities in education.

Verónica P. Recchioni is currently a professor of EFL for preservice preschool and primary school teachers at the University of Granada. She holds a Bachelor’s Degree in English Translation and Interpreting which she obtained in Argentina, her home country. She also possesses an MA in English Literature and Linguistics as well as an MA in English Teaching. Her research fields are those blending literature in English with issues that contribute to a fairer society, especially women’s studies.



Too much of a good thing? Intensity of CLIL exposure and L2 motivation in young learners

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early bilingual/multilingual education

CLIL (content and language integrated learning) is often associated with higher levels of motivation towards the L2 than EFL (English as a Foreign Language) programmes (Lasagabaster & Sierra, 2009). However, motivation-based studies have mostly focussed on adults and secondary school populations (Sylvén & Thompson, 2015), whilst research on L2 motivation and school children is scarce and inconclusive. This study analyses the motivation towards the foreign language (FL, English) in 606 primary school children (aged 11-12). The participants were divided according to the intensity of exposure to the target language: a low-CLIL group (n=152) who received five EFL plus two CLIL lessons, and a high-CLIL group (n=454) who received five EFL plus seven CLIL lessons. The instrument used was an online questionnaire present in recent motivation-based research with YLs (Pladevall-Ballester, 2018) which included the three dimensions of motivation in Dörnyei's L2 Motivational Self System (2005, 2009), namely the "ideal L2 self" (F1), the "ought-to L2 self" (F2) and the "L2 learning experience" (F3). The results revealed high overall values for both groups in the three measured dimensions of motivation. However, the data showed that the low-CLIL group was significantly less motivated than the high-CLIL group in F2 (the "ought-to L2 self") and F3 (the "L2 learning experience"). F3 was the factor which displayed the greatest differences between both groups. All in all, the study encourages the implementation of high-CLIL programmes to increase learners' motivation and warns about the potentially detrimental effects of low-CLIL programmes on pupils' self-esteem as FL learners.

Raúl Azpilicueta-Martínez teaches and researches at the Public University of Navarra (Spain) and national university (UNED, Spain). He is a member of the Institute of Advanced Social Research and of the Applied Linguistics research group at UPNA. His research focusses on EFL and CLIL, oral interaction and assessment, crosslinguistic influence and, more recently, motivation in multilingual instructional settings. He has published articles on high-ranking journals and book chapters with top scholarly publishers.

Amparo Lázaro-Ibarrola is Associate Professor at the Public University of Navarra (Spain) specialized in second language acquisition (SLA). She has published widely in international and national journals and has attended conferences regularly. She has also participated actively in several research projects. At the moment she is leading a project on the motivation and achievements of Primary students in multilingual schools. Her research has always been conducted in school contexts in order to make SLA knowledge useful for real teaching practices.



Translanguaging Strategies in Superdiverse Mainstream Norwegian ECEC: Opportunities for Home Language Support

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages	0 – 6	Classroom practices in bilingual/multilingual education

In Norway, 92% of all children between 1 and 5 attend early childhood education and care (ECEC), and 18% of these children are minority language speakers. The Framework Plan for Content and Tasks of Kindergartens (Ministry of Education, 2017) states that ECEC staff shall ‘help ensure that linguistic diversity becomes an enrichment for the entire group of children and encourage multilingual children to use their mother tongue while also actively promoting and developing the children’s Norwegian/Sami language skills’. In this paper, we present a study of how home language (HL) support takes place within mainstream ECEC context in Norway, focusing on the strategies used by the staff to promote HL use. We have analyzed 26 narratives from practice written by ECEC teacher students in training and based on this analysis we have identified three most common translanguaging strategies for HL support: initiating activities that encourage HL use, facilitating metalinguistic conversations and consulting/ involving language experts. The strategies available depend on contextual factors such as the number of children present and the languages spoken by both children and staff. These strategies are discussed in light of the interplay between teachers’ language ideologies, planned actions and spontaneous responses in situations where children’s home languages are involved.

Elena Tkachenko is Professor at the Institute of Primary and Secondary Teacher Education at Oslo Metropolitan University. Her research interests include multilingualism, the schools’ linguistic environment, language acquisition, and second language learning.



Transversal Approaches to Upgrade Bilingual Education: CLIL, STEAM, Gamification & Augmented Reality

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	6 – 12	Multimedia and multimodality for multilingual education

This paper outlines the development of an international teacher education network to upgrade bilingual education in multicultural contexts from a transversal and interdisciplinary perspective. The network partnership explores and compares the impact of educational technology, including digital and transmedia storytelling, gamification, or augmented reality, to upgrade bilingual teacher education. The common methodological approaches applied involve CLIL and STEAM as defining theoretical and pedagogical principles at the basis of the network conceptual framework. This framework provides tailored training to equip teacher educators, pre-and in-service K-12 teachers, and students with specific competencies, skills, and strategies in instruction and assessment. This network also intends to raise awareness towards educational, social, sustainability, and environmental challenges. Covering field areas that include performance assessment, teacher training, professional development, and practical and diverse examples, this network involves TESOL, second or foreign language learning, and CLIL programs in interdisciplinary areas that include science, history, geography, and intercultural competencies. Within this background, digital technology, languages, and narrative genres become the articulatory axis of teaching and learning within bilingual and intercultural education contexts. The network research outcome confirms the relevance of an interdisciplinary innovation and research community to improve bilingual teacher education programs.

Dr Ramírez-Verdugo (PhD, MA) works as an Associate Professor of English Applied Linguistics & English Teacher Education at the Department of Modern Languages and Methodology, Universidad Autónoma de Madrid (Spain). Her research interests involve Digital Storytelling, Educational Technology, Bilingual Education, CLIL, STEAM, Prosody, Intonation, and Intercultural Pragmatics. She has recently published L2 Intonation Discourse. Research Insights (Routledge, 2022); Interdisciplinary Approaches toward Enhancing Teacher Education (2021); A Sociocultural Study on English Learners Critical Thinking Skills and Competence (2021); Bilingual Education from Learners' Perspectives (2020); or A Conceptual Reference Framework for Sustainability Education in Multilingual and Cross-Cultural Settings: Applied Technology, Transmedia and Digital Storytelling. Currently, she coordinates the UAM-TeLL research group (Technology Enhanced Content and Language Integrated Learning in Bilingual Education and Intercultural Settings).



Use of Literary Resources for Teaching Speaking Skills at the Primary School Level

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

This research is aimed at analysing the impact of the use of literary resources for teaching and improving speaking skills. A quantitative research method was used, whereby 80 primary school students aged 12, who are learning English as a foreign language, answered a questionnaire after the period of research that they had been involved in. They were given the opportunity to improve their speaking skills with the use of literary resources and innovative methodologies in the classroom. The results show that students consider literature a beneficial resource for developing speaking skills. We conclude that the literary texts found in students' textbooks are perceived as being insufficient for improving speaking skills, that this area is not being approached in an adequate manner, and that additional teaching resources and methodologies are necessary. We propose, as the educational implications of this, that EFL teachers take advantage of their knowledge of literary works, use the teaching material regarding the textbook contents containing literary resources and implement this with new literary resources and plan a teaching strategy for developing speaking skills.

Dr Marija Mijušković, Assistant Professor has been working at the University of Montenegro since 2004. She gained her Masters with a thesis in the area of methodics of teaching foreign languages, at the Faculty of Philosophy at Belgrade University in 2008. She successfully defended her doctoral dissertation titled Metocognitive Strategies in the Analysis and Understanding of a Text in November 2016 at the Faculty of Philosophy of the University of Montenegro in Nikšić. She has participated in numerous national and international conferences in the area of methodics of teaching foreign languages and applied linguistics. So far she has published 27 academic papers, ten of which have appeared in international journals. Dr Marija Mijušković's area of interest covers Methodics of teaching foreign languages and neurolinguistics..



Using theatre to improve English as an Additional Language learners' communication skills

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages Minority languages	6 – 12	Methodological and ethical issues on multilingual research

Background: English as an Additional Language (EAL) learners tend to lag behind English monolingual children in terms of linguistic and extra-linguistic skills, which are important predictors of linguistic and educational attainment, well-being and socialization. One, under-explored, means to support these skills is through theatre activities, which simulate real-life communication and promote linguistic development.

Methods: Given the limited research on the topic, the present study assessed the feasibility of using theatre to improve EAL learners' linguistic, communication and teamwork skills, using qualitative methods (observation and diary). It involved 12 EAL learners between 7 and 11 years old, who were expected to attend 8 2-hour sessions as part of a drama club in their school – although, due to COVID-19, they were able to complete 3 of these sessions.

Results: Some children were noted to use more diverse vocabulary during the activities. In addition, all children were observed to improve their communication and teamwork skills over the 3 weeks – with less vocal pupils becoming more eager to express themselves, and more vocal pupils becoming more compliant during groupwork.

Conclusions: Taking the results of the study but, also, the children's overall engagement into consideration, it can be argued that theatre has the potential to trigger an improvement in children's communication and teamwork abilities and in a short time and through their additional language. However, as will be discussed during the collected data also reveal that the drama activities need to be carefully thought-out and executed to safeguard quality and achieve the intervention's intended purpose.

Faidra Faitaki is a Departmental Lecturer in Applied Linguistics at the Department of Education, University of Oxford. She is a member of the Research in English as an Additional Language (REAL) group, and convenes the Applied Linguistics Seminar Series. Faidra's research focuses on the cognitive, educational and linguistic factors that underpin children's acquisition of additional and/or foreign languages in (pre)school settings. She is also interested in exploring the use of theatre in language learning and teaching.



Uso de la lengua materna en edades tempranas y en contextos multilingües

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages	0 – 6	Early bilingual/multilingual education

Uno de los rasgos que mejor define a la sociedad actual es el multilingüismo, por lo que las aulas, fieles reflejos de dicha sociedad, se convierten en espacios interactivos de diversidad lingüística en los que tanto profesores como alumnado desarrollan su repertorio plurilingüe como un sistema de comunicación integrado, es decir, haciendo uso simultáneo de las diferentes lenguas que conoce el hablante, proceso conocido como translenguaje.

El concepto de translenguaje es reciente y es objeto de atención de muchos investigadores sobre adquisición de lenguas. En ese caso, nos centraremos en este fenómeno como estrategia didáctica para la adquisición de lenguas adicionales a partir del repertorio lingüístico de aprendices que, a pesar de ser muy jóvenes, harán un uso espontáneo de su competencia plurilingüe, siendo su lengua materna una pieza fundamental en dicho repertorio.

La etapa de Educación Infantil se considera fundamental para el desarrollo de esta estrategia didáctica debido a que, en clase, el uso de las diferentes lenguas se hace de forma natural con el fin de facilitar el entendimiento y la comunicación. Además, el hecho de trabajar de manera globalizada los contenidos de la etapa favorece el aprendizaje holístico y contribuye al desarrollo de las competencias transversales.

PhD. Ana M. Rico-Martín, PhD. in Spanish Philology, is senior lecturer in the Department of Didactics of Language and Literature of the University of Granada (Spain) and researcher in the group Curricular Innovation in Multicultural contexts (HUM-358). Her main research lines are plurilingualism, bilingual teaching, the acquisition of second languages, and the training of teachers in multicultural contexts. She has published some books and articles related to these areas, and has conducted and assessed many research projects (Doctoral and Master Thesis) about Spanish as a Foreign or Second language.

PhD. M. Ángeles Jiménez-Jiménez, PhD. in English Philology, is full time lecturer in the Department of Didactics of Language and Literature of the University of Granada (Spain) and researcher in the group Curricular Innovation in Multicultural contexts (HUM-358). Her main research lines are plurilingualism, second/foreign language acquisition, intercultural education in multicultural contexts, and teacher training in cultural diversity. Her main publications are related to these areas, and she has also conducted and assessed many final master's projects related to TEFL and Cultural diversity. She is a member of scientific committees of international journals: Porta Linguarum and Modulema.



Utilizing “My Language Color Wheel” as a Multimodal and Plurilingual Approach to Navigate Students’ Linguistic Repertoire and Language Exposure

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	6 – 12	Materials design and development in early language education

The Multilingual settings of the Philippines makes it easy for students to learn and access different languages. Thus, it is important to know the plurilingual awareness and the language resources that students utilize to be able to understand them and help them in journeying learning. This study makes use of the activity called “My Language Color wheel” in this study. This is a form of language portrait that particularly aims to know the exposure and use of a language learner to different languages, and explore his/her language portraits through the participants’ perspectives. This aims to gain insights from the everyday language practices of the participants. This is a combination of visual and textual analysis of language exposure, language usage and language practices of students.

Students’ output for the activity in a form of a color wheel and an essay were used to analyze their linguistic resources and linguistic awareness. They were asked to make a Color Wheel that represents the languages that they are using in different activities. Each color represents a language.

This study will also help the researcher if the activity is effective by identifying the experiential learning of the participants about his/her language repertoire and usage in varied everyday activities. This will identify the participants’ linguistic awareness.

Based on the findings, the activity helped the students identify the languages that they are using and it helped them recognize the different languages that they are using. The activity made them realize that they are using particular languages in particular situations. Findings show that most of the students have less exposure to local language readings.

Jonevee B. Amparo is a faculty member of University of the Philippines Visayas. She was one of the researchers for the Linguistikong Etnograpiya ng Filipinas (Linguistic Ethnography of the Philippines) Project of The Commission on Filipino Language (CFL). Her public service and research focus on language policy, language education, linguistic ethnography, and contextualization.



Vocabulary Acquisition in Pre-Primary Education through Soft-Content and Language Integrated Learning

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Early language teaching and learning

Research focusing on the effects of CLIL has gained ground within the last decades. Previous studies have found that the naturalistic and meaningful context that CLIL provides brings many benefits to FL learners, such as in receptive skills, vocabulary, morphology, and fluency. Nevertheless, research on the effects of CLIL on younger learners, namely pre-primary students, is still very scarce.

The present study aims to fill such a gap by examining EFL vocabulary acquisition in pre-primary learners (4- and 5-year-olds) following a soft-CLIL programme. Over the course of six months, Catalan and Spanish bilingual participants (N=155) took part in the programme, aiming at teaching in English two curricular preschool units traditionally taught in the mother tongue (L1). The focus of the study was on receptive and productive vocabulary acquisition, but word frequency effects were also analysed. Following a longitudinal design, students were administered a general vocabulary level pre-test (PPVT 4th Ed.), as well as two post-tests: one receptive and one productive.

Results showed positive tendencies in the soft-CLIL group's receptive and productive vocabulary development, which could become significant over a longer treatment period. When comparing the scores in both tests, results in the receptive tests were significantly higher than those in the productive tests in all groups and grades. Additionally, a significant frequency effect was found, which concurs with findings from previous research, according to which higher-frequency words are easier to learn than lower-frequency ones. Such results are relevant, since they contribute with data from an under-researched age group following CLIL, which may lead to a better understanding of EFL teaching at such young ages.

Marta Segura is a predoctoral fellow at UIC Barcelona. Her thesis focuses on the acquisition of English as a foreign language through Content and Language Integrated Learning in pre-primary education. Marta graduated with a degree in Translation and Interpreting, completed a master's degree in Theoretical and Applied Linguistics, with a dissertation entitled "The Effects of a CLIL Programme on Linguistic Progress at Two Different Points in Time", and another master's degree in Teaching Training in Secondary School Education, with a specialisation in English.

Dr Helena Roquet is the Director of the Institute for Multilingualism and Applied Linguistics Department at Universitat Internacional de Catalunya (UIC Barcelona), where she is a Lecturer of Foreign Language Acquisition both at graduate and postgraduate levels. Currently she is also Adjunct Lecturer in the Department of Translation and Language Sciences at Universitat Pompeu Fabra (UPF). Helena is a member of the MULTIMAT (Multilingualism Matters) research group at the UIC. She is also a member of the consolidated research group ALLENCAM (Language Acquisition from Multilingual Catalonia) and GREILI (Intercultural Spaces, Languages and Identities Research Group) at the UPF. Her main research interests lie within the field of second and third language acquisition, bilingualism, CLIL (Content and Language Integrated Learning) and ICLHE (Integrating Content and Language in Higher Education). Her articles have been published in leading peer-reviewed international journals like International Journal of Bilingual Education and Bilingualism, and Applied Linguistics.



Working on cultural diversity through silent books with pre-service teachers

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages Additional languages	0 – 6	Multimedia and multimodality for multilingual education

This paper examines the implementation of silent picturebooks in Early Childhood Education. The main aim is to work with preservice teachers on how to face the didactic challenge of guiding children to build a story using the images as principal and only elements to construct meaning. By using a hybrid and collaborative teaching approach that combines literary, pedagogic and didactic elements, students make a close visual and narrative reading on *Another* (2019), by Christian Robinson. After this first reflective encounter, they designed a sociocultural *Reading-Kit* in order to create a Reading Aloud experience for pre-readers by proposing discussion issues and applied tasks. The findings show that this wordless picturebook provides pre-service teachers with a vast amalgam of tools to explore 21st century “fair and social justice” themes such as cultural diversity, the Otherness from a positive point of view or the suitability of using the own voice. Moreover, this research-in-action intervention fosters the pleasure of inner and individual reading that can be shared so as to build other meanings and interpretations in Early Childhood Education classrooms. Finally, this aesthetic experience allows future teachers to be aware of the significance of inspiring children to be critical meaning-makers from early childhood.

Rocío Domene Benito is a PhD in Specific Didactics, and lecturer in Language and Literature Teaching at the Faculty of Teaching of the Universitat de València. With a linguistic and literary educational background, her main research domains are related to second language teaching and new methodologies applied to Higher Education and Children’s literature. She’s published several papers on female themes and the pedagogical potential of picturebooks.

Agustín Reyes-Torres is an Associate Professor in the Language and Literature Education Department at the Universitat de València, Spain. His line of research focuses on foreign language teaching, teachers’ education, the Pedagogy of multiliteracies and the use of children’s literature in the foreign language class. He is the principal investigator of the research group Lit(T)erart..



Written corrective feedback and motivation among primary school learners working collaboratively

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Early language teaching and learning

Collaborative writing (CW) has been found to be beneficial for foreign language (FL) learning (Storch, 2013) since it fosters learners' noticing and problem solving abilities. Similarly, written corrective feedback (WCF) helps learners noticing of problematic features and subsequent incorporation in revised drafts. Different types of WCF such as models or reformulations seem to lead to different results (Coyle & Roca de Larios 2014). However, there is still a gap in the literature in relation of motivation, WCF and CW and very few studies with primary school learners (Kopinska & Azkarai, 2020). Hence, the present study aimed to investigate (i) the impact of models and reformulations on learners' written output (ii) the effect of models and reformulations on children's output depending on learners' set-up (individual vs collaborative) and (iii) learners' motivation depending on learners' set-up and WCF type. Thirty-nine learners' (age 11-12) recorded interaction and their written output as well as their responses to a motivation thermometer were analysed. Findings reveal significant differences between models and reformulations as well as advantages for CW, both regarding noticing and incorporation and also motivation rates. These results will be analysed both quantitatively and qualitatively and pedagogical implications will be suggested.

Dr. Ruth Milla teaches and investigates in the realm of foreign language (FL) teaching and learning. The results from her research have been published in prestigious journals such as System, IJES and VIAL and publishing houses such as CUP and Multilingual Matters. Her research interests are oral and written corrective feedback, CLIL and focus on form in FL classrooms. She is an assistant professor at the University of the Basque Country and belongs to the LASLAB research group (www.laslab.org/ruth).

Dr. María del Pilar García Mayo is Full Professor of English Language and Linguistics at the University of the Basque Country. She has published widely on the L2/L3 acquisition of English morphosyntax and the study of conversational interaction in EFL. She is the editor of Language Teaching Research, an Honorary Consultant for the Shanghai Center for Research in English Language Education, the director of the research group Language and Speech and of the MA program Language Acquisition in Multilingual Settings.



Young learners with fewer lexical resources negotiate meaning more often in order to move the collaborative task forward

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

Since collaborative tasks emerged as an interesting means of language learning, studies have mainly focused on how proficiency impacts the production of Language-Related Episodes (LREs), where learners pay explicit attention to the linguistic code they are using. They have found that dyads composed of low-low students focus more on meaning since they produce more lexical LREs. However, these studies have not considered the role of the lexical knowledge that students bring into the task and have not been carried out in a population of young learners.

Thus, this paper attempts to fill this gap by analysing the production of 32 Basque/Spanish learners of English from Grades 4 and 6 in Primary Education while completing a storytelling task. To this end, three groups were made in each Grade according to children’s vocabulary size and the production of lexical LREs was compared in terms of number, type and resolution between the small and the large vocabulary groups in each Grade.

Results show that the large vocabulary groups produced fewer lexical LREs, although this difference was only significant in Grade 6. Moreover, LREs searching for new words were far more numerous than the other types, especially in the small vocabulary groups, who produced twice as many. In terms of resolution, most lexical LREs were correctly resolved or left unresolved in all groups.

In conclusion, young learners with fewer lexical resources seem to be (or become) aware of their lexical needs to move the task forward and resort to appeals for assistance.

Kevin Iglesias-Diéguez is a PhD candidate at the University of the Basque Country (UPV/EHU). He has obtained a degree in English Studies (University of the Basque Country, UPV/EHU) and holds an MA degree in English Teacher Training for Vocational, Secondary, Post-Secondary and Language Education (University of Salamanca), as well as an MA degree in Language Acquisition in Multilingual Settings (University of the Basque Country, UPV/EHU). His research interests revolve around the acquisition of vocabulary, collaborative tasks and metalinguistic awareness.

Dr. María Martínez-Adrián is an Associate Professor of English language and linguistics and the Academic Secretary of the Department of English and German Philology, Translation and Interpreting at the UPV/EHU. Her publications have primarily focused on the acquisition of morpho-syntactic features in CLIL and NON-CLIL settings, the use of communication strategies, and interaction and focus-on-form. She has co-edited volumes published by John Benjamins and Springer. Her most recent work appears in journals such as Language Teaching Research, International Review of Applied Linguistics, or International Journal of Applied Linguistics, among others.



Young multilingual pragmatics. A focus on requests in CLIL and L3 settings

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SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional & Minority languages	0 – 6 6 – 12	Early bilingual/multilingual education

The present paper aims to contribute to research on classroom discourse and pragmatic behaviour. Studies on this issue have accounted for the effect of ESL vs EFL settings (Schauer, 2007), EFL vs CLIL settings (Nashaat, 2018), and L3 contexts (Portolés, 2015). The extent to which CLIL contexts may benefit pragmatic development is still unknown (Tateyama, 2019). Similarly, findings in L3 educational settings reveal the peculiarities of multilingual pragmatics (Martin-Laguna, 2020) that point out the need for further analysis.

For this purpose, I have examined requestive behavior in CLIL and L3 settings. In so doing, I have considered the specific formulas and peripheral modifiers used, as well as the goal of the request and the register in which they may be embedded. Unlike previous studies, attention is paid to the learners' L3 (English), L1 (Catalan) and L2 (Spanish). Data for the study comprise transcripts from four video-recorded English as L3 and three CLIL lessons. Based on previous research, we hypothesized that (i) request modifiers would be more frequent in CLIL settings and that (ii) requests for information would mainly appear in the instructional register. However, these hypotheses have not been confirmed by our results. The classrooms examined shared some characteristics with EFL and other CLIL settings but they also differed in terms of the forms and sociopragmatic variables involved. Results seem to contradict studies with an exclusive focus on the L2. Therefore, we conclude by acknowledging the importance of adopting multilingual perspectives in the analysis of multilingual students.

Pilar Safont is a professor of applied linguistics to language teaching and multilingualism and director of the LAELA research group at the Universitat Jaume I in Castelló (Spain). Her research focuses on multilingual education, third language acquisition, and early multilingual pragmatics. She has published articles on the pragmatic competence of multilingual learners in the Journal of Pragmatics, the International Journal of Multilingualism, System, Language, Culture and Curriculum; among others. She is also the author of several book chapters and books on pragmatics and third language learning.

SELF-ORGANISED SYMPOSIUM

A L P H A B E T I C A L L Y O R D E R E D





A FUNDS OF KNOWLEDGE AND IDENTITY APPROACH TO EARLY LANGUAGE EDUCATION

Symposium chair Dr. Julie **Waddington** (University of Girona, Catalonia) julie.waddington@udg.edu

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages Endangered languages	0 – 6 6 – 12	Multilingual identity and socialization in the early years

This symposium aims to show how funds of knowledge and identity research can contribute positively to meeting present and future challenges in early language and multilingual education.

We highlight the benefits of recognizing, valuing and incorporating the linguistic and cultural funds of knowledge of all members of the educational community within school practice, focusing on families, children, and teachers. Our symposium brings together members of the Funds of Knowledge International Alliance (<https://fundsofknowledge.org/>) to share experiences from diverse contexts across the globe.

Introducing a funds of knowledge and identity approach to early language education

Dr Julie **Waddington** (University of Girona, Catalonia) julie.waddington@udg.edu

Challenging deficit thinking prevalent in education in the 1980s, researchers in Tucson, Arizona, contested the notion that low school performance was caused by underlying linguistic, economic and cultural limitations (González, Moll & Amanti, 2005). Rather than seeing limitations in students, the Tucson academics located the problem in an educational system that overlooked the wealth of linguistic and cultural knowledge brought by students, systematically underrepresenting them in curricular design and classroom practice. In this brief talk, we will highlight the link between these observations and contemporary calls to combat social injustice in language education (García, 2019). Outlining key strategies of the approach that came to be known as Funds of Knowledge (FoK), our symposium aims to show how this work continues today, sharing experiences from across the globe (Argentina, Catalonia, England, New Zealand), and highlighting the benefits of applying FoK and Funds of Identity (Fol) research with families, young learners, teachers, and teacher educators.

Visiting family homes: Insights that transform understandings and relationships

Professor Helen **Hedges** (University of Auckland, New Zealand) h.hedges@auckland.ac.nz

Visiting family homes was integral to the original funds of knowledge studies to gain insights that benefitted learners and teachers. Our qualitative, interpretivist project was sited in early childhood education in Aotearoa New Zealand, where the curriculum policy document states teachers' responsibility to support children from all backgrounds to grow up strong in identities, languages and cultures. One method involved teacher-researchers undertaking home visits to gain deeper appreciation of children's lives. We exemplify through Hunter, a 4-year-old boy of mixed Pasifika heritages, ways that understandings and relationships were transformed. For teachers, assumptions about home languages were addressed, and Hunter's participation in learning increased. The family became aware that their funds of knowledge and culture were



valued. For Hunter, a new self-selected identity of “Drummer Boy” boosted his confidence and empowered his identity as a learner. Ongoing challenges for teachers of Pasifika-heritage children will be posed.

From Language Portraits to Rivers of Reading: funds of knowledge and identity with children

Dr Sabine Little (*University of Sheffield, UK*) s.little@sheffield.ac.uk

The beginning of formal education constitutes a critical incident in a child’s life, with curriculum pressures and assessments typically foregrounding societal ‘standard’ language and knowledge over children’s own funds of knowledge and identity. In this talk, I will explore a range of tasks that help children negotiate these various knowledges and identities. The language portrait (Busch, 2018) encourages children to explore how their various languages link to their sense of identity, while the river of reading (Cliff Hodges, 2010; Little, 2021) helps older children understand their literacy development to date, tying it to key experiences across the family and societal context, and valuing personal narratives in the context of literacy development. Both help children to explore their identity holistically, focusing not on one specific language or culture, but giving them the opportunity to embrace and value their funds of knowledge and identity in their entirety, blended into their unique selves.

Primary education teacher educators’ funds of knowledge: Insights from Argentina

Dario Luis Banegas (*University of Edinburgh, UK*) Dario.Banegas@ed.ac.uk

Within the field of teacher education, little is known about the historically and culturally accumulated bodies of knowledge and skills that teacher educators deploy in the activity of preparing future teachers for primary education. In this qualitative study, 35 teacher educators based at a teacher education institution in southern Argentina engaged in drawing significant circles and participating in follow-up interviews during the 2021 academic year. This year was particularly critical for the teacher educators and student-teachers because they had to deploy new strategies for online education or limited face-to-face instruction due to Covid-19 related lockdown restrictions. Content analysis of the data gathered showed that the teacher educators utilised a wide range of cultural, individual, and professional funds of knowledge to support teacher learning. The sudden migration to online teaching allowed the participants to prioritise some funds over others.

Symposium speakers’ biodata

Dr Julie Waddington is Lecturer (Professora Serra Hünter) in Language and Literature Education at the University of Girona. Her work focuses on foreign language teaching in childhood education, the role of children’s literature in promoting holistic language learning, and questions related to learner and teacher identity. She has published on language education in journals such as Language, Culture and Curriculum; System; ELT Journal; and European Early Childhood Education Research Journal; and on applications of the funds of knowledge approach in Psicologia em Pesquisa.

Helen Hedges is Professor of Early Childhood Education at the University of Auckland, New Zealand. Her work focuses on young children’s interests and learning, and ways teachers recognise and engage with these in curriculum and pedagogy. She has published on funds of knowledge and identity in journals such as Contemporary Issues in Early Childhood; Journal of Curriculum Studies; and Mind, Culture and Activity.

Dr Sabine Little is Lecturer in Languages Education at the University of Sheffield. Her research focuses on the intersection of language, identity, and well-being, working holistically with children, families, and schools. She convenes the Literacy and



Multilingualism Special Interest Group for the UK Literacy Association, and co-convenes the European Educational Research Association's Network 31: Language and Education.

Dr Luis Banegas is Lecturer in Language Education at the University of Edinburgh and an Associate Fellow with the University of Warwick. His research examines different aspects of language (teacher) education in South America such as (funds of) identity, motivation, writing development, teacher research engagement, social justice, and curriculum development..



DIVERSE STORIES FOR DIVERSE READERS

Symposium Chair: Dr. Begoña **Lasa-Álvarez** (*Universidade da Coruña, Spain*) b.lasa@udc.es

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	6 – 12	Early language teaching and learning

This Symposium gathers research in progress being carried out by four lecturers at the Faculty of Education (University of A Coruña), which focuses on a didactic resource in the foreign language classroom: stories. The three papers propose the analysis of various stories for children from different perspectives, while also addressing their didactic implementation and their potential to convey strong and meaningful values for young learners.

Classical frightening literary creatures: New retellings for young readers

Dr. Begoña **Lasa-Álvarez** (*Universidade da Coruña, Spain*) b.lasa@udc.es
 Dr. Pilar **Couto-Cantero** (*Universidade da Coruña, Spain*) pilar.couto@udc.es

The monstrous characters in Mary Shelley's *Frankenstein, or The Modern Prometheus* (1818) and Bram Stoker's *Dracula* (1897) have long been adopted as popular characters in fictional texts for children. Young readers have traditionally shown a notable inclination for narratives populated by dreadful characters and weird events. However, children might face difficulties in comprehension, and this has led to the need to use variations of the original texts. As a method, this exploratory study examines various retellings of Shelley's and Stoker's novels for young readers in the contemporary British, American and Spanish publishing market, to compare and contrast the diverse questions, challenges and problems that the adapters have faced, and the solutions they have chosen. Results show that the new retellings involve condensation, simplification, the incorporation of moral and pedagogical values, attention to diversity, as well as the presence of humorous elements from a holistic perspective. These authors' conclusion strives on the need to keep on exploring on these literary creatures by approaching these readings to young learners for teaching and learning purposes.

Pedagogical Applications in the Early Childhood Classroom of Charlie Mackesy's *The Boy, the Mole, the Fox and the Horse* (2019)

Dr. María **Bobadilla-Pérez** (*Universidade da Coruña, Spain*) m.bobadilla@udc.es

Charlie Mackesy's *The Boy, the Mole, the Fox and the Horse* (2019) is a modern day fable and picture book, with a simple story about a young child and his adventures with three animal friends. Rather than a linear narrative, it is a collection of quiet thoughtful conversations that can be meaningful for readers of all ages, since it portrays universal values. Particularly during the pandemic, this beautiful book took on a deeper relevance because of its lessons on valuing the important things in life and encouragement. It has been translated into many different languages. The aim of this paper is to explore the pedagogical applications of this fable in the early childhood classroom. It can be used as a didactic resource, not only to promote education in values or develop creative appreciation and skills, but also to promote plurilingual and pluricultural understanding, with the introduction of the original version and its translation into the students' L1.



Monsters Aren't That Bad: Hotel Transylvania and Diversity in Audiovisual Storytelling

Dr. Noelia M^a Galán-Rodríguez (Universidade da Coruña, Spain) noelia.galan@udc.es

Popular children's books often paint monsters as the villains, but they seldom portray their side of the story. Vampires, ghosts and werewolves are depicted as fearsome creatures whose main purpose is to antagonise the human character. However, in these last years there has been a shift towards new 'monster' perspectives and many stories have been created/refashioned due to the different media outlets brought by the 21st century technological reality. Some of these products are the cartoon films *Hotel Transylvania* (2012, 2015, 2018) in which the story of Dracula is revisited and monsters and humans co-exist. This presentation analyses these films as storytelling devices to deal with topics such as catering for diversity, equality and friendship among young learners.

Symposium speakers biodata

Begoña Lasa-Álvarez is a lecturer at the Faculty of Education (Universidade da Coruña). She holds a PhD in English Studies. Her academic interests focus on eighteenth- and nineteenth-century women writers, literary and cultural interchanges between English-speaking countries and Spain, and English language and literature teaching. These are also her main areas of publication, with articles and book chapters in international journals (Nineteenth-Century Prose, Women's Writing, Journal of War and Culture Studies, Glottodidactica) and publishing houses (Rodopi-Brill, Peter Lang, Routledge, Springer).

Pilar Couto-Cantero, PhD, is a full-time Senior Lecturer at University of A Coruña (UDC, Spain). At present, she is Coordinator of the Teaching and Learning Modern Languages Section at the DIDES & MIDE Department. She teaches various subjects in the Undergraduate and Postgraduate Programmes at this University. She is Principal Researcher at DILEC Research Group, Head of the International Journal DIGILEC. Her research fields are focused on Plurilingual and Intercultural Education, CLIL, TEFL (all levels in formal education) and she is also carrying out her own research based on the "Transpodidactics model" (Couto-Cantero, 2014) about fictional texts and their possibilities for learning languages.

María Bobadilla-Pérez is an Associate Professor in the Department of Department of Specific Didactics and Research Methods at the University of A Coruña (Spain). She teaches different courses of Foreign Language Teaching and Bilingual/Plurilingual Education. She received a Ph.D. in Languages and Literature at the State University of New York (2004). As an interdisciplinary researcher, her main field of studies are concerned with Second Language Acquisition, Bilingual/Plurilingual Education and Didactics of Language, Literatures and Culture.

Noelia M^a Galán-Rodríguez holds a PhD from the University of A Coruña, University of Santiago de Compostela and University of Vigo on Advanced English Studies. She teaches Foreign Language Teaching and Methodologies at the Faculty of Education (Universidade da Coruña) and English courses at UNED. Her research interests are affective and cognitive factors in FL learning, plurilingualism, intertextuality, transmedia narratives and popular culture.



EXPLORING PRE-PRIMARY STUDENT TEACHERS' MINDSET ABOUT CLIL

Symposium Chair: Isabel **Alonso-Belmonte** (*Universidad Autónoma de Madrid, Spain*) isabel.alonso@uam.es

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Teacher training on early language education

This symposium aims at analysing some of the ideas, learning experiences and attitudes about bilingual education held by a group of pre-primary student teachers at the University Autónoma of Madrid, where the proponents work as teacher trainers. More specifically, three important concepts will be explored: the trainees' beliefs and opinions regarding bilingual education; their emergent professional identity as CLIL teachers and the subjective, experiential knowledge based on previous learning experiences, which determines their future practice as CLIL practitioners. Implications for teacher training programs will be discussed.

What do student teachers think about Pre-Primary CLIL?

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Isabel **Alonso-Belmonte** (*Universidad Autónoma de Madrid, Spain*) isabel.alonso@uam.es

This study is aimed at exploring the opinions of 63 prospective pre-primary teachers at Universidad Autónoma de Madrid regarding Madrid's Bilingual Programme (BP), its influence over their future professional practice and its academic effectiveness. To that end, an ad hoc questionnaire survey was developed and administered to the sample, and two focus groups of five trainees each were interviewed, using the Grounded Theory to analyse the transcribed responses. Interestingly, findings point at a certain interdependence between the interviewees' level of English as a Foreign Language (EFL), their methodological skills, and their assessment of Madrid's BP. For example, data show that the higher their level of EFL, the lower they rank BP's effectiveness and the less confident they feel about the professional possibilities offered by BPs to pre-primary teachers due to their still lack of methodological training in CLIL. Results can be of interest for teachers and teacher trainers working in CLIL programmes.

Emergent teacher identity in pre-primary CLIL

María **Fernández-Agüero** (*Universidad Autónoma de Madrid, Spain*) m.fernandez@uam.es

This paper digs into the professional experience of ten pre-service and novice (teachers who have less than 5 years of experience) involved in CLIL contexts in the Region of Madrid and the impact of this experience on their emergent identity as language teachers. Data were collected from diaries and in-depth interviews and analysed following Grounded Theory by putting them in relationship with the participants' profile in terms of previous training, job description and responsibilities, and perceived needs and skills. This analysis has yielded interesting results pertaining to the participants' set of beliefs and values, and their commitment towards the teaching profession. For example, the data reveals a tension between these teachers' perception of 'a good language teacher' or the type of teacher that they would like to become and the societal demands and expectations on bilingual education.



Preparing Pre-Primary teachers for using literature in the CLIL classroom: an analysis of previous experiences

Laura **Torres-Zúñiga** (*Universidad Autónoma de Madrid, Spain*) laura.torres@uam.es

Since previous experiences as students are known to have a significant influence in the construction of teacher identity and practice, this paper will present the results of a pilot study that examines the experiences of 1st-year pre-primary student teachers using literary texts in English during their pre-university education. A questionnaire was designed ad hoc, based on the dimensions of Bloemert, Jansen and van de Grift's (2016) "Comprehensive Approach to Foreign Language Literature", and including items about literary genres, types and aims of activities, and modality of education received (bilingual – non-bilingual), among others. Preliminary findings, such as the absence of creative activities and dramatization in all stages, or the students' perception of the lack of usefulness of literary readings, will help to identify a series of needs in the training of future pre-primary CLIL teachers, for which literary works like picturebooks or poems should be a fundamental didactic tool.

Symposium speakers biodata

Dr. Isabel Alonso-Belmonte works as an ELT associate professor at the Universidad Autónoma de Madrid, where she has been training Primary and Secondary EFL pre-service and in-service teachers for more than 10 years now. Her areas of specialization are discourse analysis and applied linguistics to language teaching (both Spanish and English as a foreign language).

Dr. Lidia Mañoso-Pacheco works as an assistant professor at the Universidad Autónoma de Madrid, where she teaches English as a foreign language to students of Nursery and Primary Education and coordinates the specialization in foreign language teaching of the degree in Nursery Education. Her research interests mainly focus on applied linguistics to English teaching and critical discourse analysis of media texts.

Dr. María Fernández-Agüero works as an Associate Professor at the Faculty of Teacher Training and Education of the Universidad Autónoma de Madrid. Her main research interests are second language teaching and teacher training in bilingual contexts, in particular the development of Intercultural Communicative Competence and defining the intercultural profile of language teachers in the context of bilingual programmes.

Dr. Laura Torres-Zúñiga is Assistant Professor at the Department of Philologies and Didactics of the Universidad Autónoma de Madrid, where she teaches English, Syllabus Design and Children's Literature in English to pre-service teachers. Her research interests centre on contemporary short narrative forms, English language teaching and active learning methodologies.



IMPLEMENTING MULTILINGUAL PRACTICES IN ECE IN GERMANY, ITALY AND LUXEMBOURG

Symposium chair: Claudine Kirsch (*University of Luxembourg, Luxembourg*) claudine.kirsch@uni.lu

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Additional languages Minority languages Heritage languages	0 – 6	Language policies for early years

There has been a call for inclusive multilingual approaches in early childhood education (ECE) in Europe to address social inequalities and contribute to higher academic achievements of all children. However, owing to prevailing monolingual policies, ideologies and attitudes, multilingual practices still lack behind. This symposium presents the processes and challenges of implementing such practices in Germany, Italy and Luxembourg.

Challenging language policies and practices in NRW day-care centers – Professionals’ perspectives on Translanguaging Pedagogy

Maria J. Hammel (*University of Cologne, Germany*) m.hammel@uni-koeln.de

Translanguaging as a critical sociolinguistic and pedagogical concept according to Ofelia García has also gained importance in Germany in recent years. In this context, the project "TranslaPed: Translanguaging Pedagogy in Multilingual Day Care Centers and Schools" was launched in NRW. The findings of the doctoral project presented in this paper focus on how language ideologies and policies are challenged in the context of day care centers participating in this training program from the perspective of the pedagogical professionals working there.

A central theme, according to expert interviews analyzed following the GTM, is the change of the local language regime: in order to contribute to the reduction of social inequalities, not only already established (school) languages, but also (potentially) marginalized (migration) languages were systematically implemented in everyday pedagogical life. Thus, the paper discusses how educators strive for the shift towards critical pedagogy by questioning (their own) language ideologies and pedagogical practices.

Language policies and practices in German-speaking preschools in South Tyrol

Verona Platzgummer (*University of Vienna, Austria*) Verena.Platzgummer@eurac.edu

In South Tyrol, the northernmost Italian province, there are three different, linguistically conceived, kinds of preschools: German-speaking, Italian-speaking and Ladin-speaking preschools. Particularly for the German-speaking preschools, access to and language policies and practices in these schools have been the subject of socio-political disputes.

In our paper, we will present findings an ethnographic project on multilingualism and language education in a German-speaking preschool in South Tyrol, addressing the following questions: How do social actors (children, teachers, parents, etc.) in the preschool use their linguistic repertoire in different situations? Which linguistic, language-supporting and language-regulative practices take place in the preschool? How do these



practices (re)produce or transform social difference? In doing so, we will connect linguistic theories on language ideologies to educational theories on language learning and teaching and to discourse-analytical theories on minorisation in migration societies.

Developing collaborative practices in ECEC in Luxembourg (Kirsch & Bebić-Crestany)

Claudine Kirsch (*University of Luxembourg, Luxembourg*) claudine.kirsch@uni.lu

The new programme of multilingual education in ECEC in Luxembourg calls for language education, literacy and collaboration with parents. The mixed-method project COMPARE (2020-2023) aims to develop, support, and explore inclusive multiliteracy and collaborative practices in non-formal education settings. This presentation focuses on the collaboration between educators and Dutch-speaking parents and explores the aims and practices based on parent documentation, three interviews and eight observations over the academic year 2020-2021. The findings show that the director wishes her crèche to be a living and inclusive community. The educators regularly invite parents to participate in or design activities in their home languages and the parents eagerly do so, understanding the benefits for their children.

Collaboration, which became more relevant and was enhanced owing to the covid restrictions, seems to mainly depend on the attitudes of educators and parents, the structure of the crèche, and the leadership of the director.

Symposium speakers biodata

M.A. Maria J. Hammel, Research fellow and doctoral candidate at the University of Cologne, Department of Education and Social Sciences. Main research areas: multilingualism and doing difference; ethnography in fields of early childhood education; training for educators on multilingualism and translanguaging.

Verena Platzgummer is a Post-Doc Researcher at the Institute for Applied Linguistics Eurac Research Bolzano|Bozen. Her research focuses on linguistic repertoires, language ideologies and institutional language policies in South Tyrol, Italy. She is currently conducting a critical sociolinguistic ethnography of a German-speaking preschool in South Tyrol, investigating language as a site for the (re)production of social difference in this setting.

Claudine Kirsch is associate professor at the University of Luxembourg. Her research interests include multilingualism, language learning and teaching, early childhood, family language policies, family literacies, multiliteracies and professionalisation. Her longitudinal research projects address the need for innovative teaching practices in superdiverse Luxembourg.



INNOVATIVE APPROACHES FOR PRE-PRIMARY CLIL

Symposium Chair: Dr. Ana **Andúgar Soto** (*University of Alicante, Spain*) ana.andugar@ua.es

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Classroom practices in bilingual/multilingual education

This symposium describes innovative experiences of how to adapt the CLIL approach to the Pre-primary stage. These teaching examples support the importance of adapting CLIL to the Pre-primary stage, as it is an approach that was normally used at older ages. In order to do so they combine the didactic techniques specific to this very early age together with the CLIL principles and offer innovative approach related to project work, Phenomenon-Based Learning, Literacy or digital storytelling.

CLIL Project Work at the Pre-Primary Stage

Dr. Ángela **Álvarez-Cofiño Martínez** (*University Antonio de Nebrija, Spain*) acofino@telecable.es

The richness of the learning context and the meaningfulness of the experience, favour a better development of both linguistic and cognitive functions. By integrating content and language learning, children learn to use the language at the same time they use the language to learn. This paper tackles the importance of adapting CLIL teaching to the Pre-Primary stage. Children at those ages need specific methodological and didactic techniques that foster personal autonomy, language acquisition and knowing of the world around them. Holistic learning, playtime, circle time, task boxes and routines, are elements that should be part of CLIL programs at Pre-Primary in order to enhance children's integrated education in the second language, which should be part of their daily classroom interaction and not just considered another subject to learn. Some practical examples on how to develop project work and to help very young learners develop critical thinking will be presented to support the theoretical framework.

Innovative methodologies in CLIL Pre-primary classrooms: From TBLB and PBL to PhBL

Dr. Silvia **Corral Robles** (*University of Granada, Spain*) silviarc@ugr.es

Dr. Ana María **Pino-Rodríguez** (*Ministerio de Educación y Formación Profesional*) anapinorodriguez@gmail.com

The impact of globalization and the challenges for a sustainable future are increasing. Within this new context, new skills for building a better future are required, and thus the content of teaching and learning and how it should be approached needs to be renewed accordingly. This may explain the movement from the Task-based Learning and Project-Based Learning approaches towards others such as the Enquiry-based Learning, or the Phenomenon-Based Learning approach in the field of education and more precisely within Pre-Primary CLIL classrooms. This paper aims to study this movement towards the Phenomenon-Based Learning approach by exploring how the three approaches are integrated into the curriculum, its theoretical grounding and its connections to Pre-primary CLIL classrooms. Secondly, we also include some inspirational practices for educators. A conclusion that can be retrieved is that the Phenomenon-based approach invites us to break the boundaries and limits that entails the implementation of the Task-Based Learning approach at early stages.



Digital Storytelling in Early Childhood & Pre-Primary CLIL Education

María Dolores **Ramírez-Verdugo** (*Universidad Autónoma de Madrid, Spain*) dolores.ramirez@uam.es

This paper examines the theoretical principles of digital storytelling and its relevance to CLIL in early childhood education. These assumptions serve as the basis for an instructional model proposed to guide teachers to empower early childhood learners as emerging digital storytellers in bilingual contexts. This guideline aims to provide teachers with orientations to use digital storytelling to support learners' language and content integrated learning. The purpose is to encourage learners to organize their ideas, emotions, and knowledge, expressing them in L1 and L2. Digital storytelling may become a powerful methodological strategy in a pre-primary CLIL educational setting, as it promotes and reinforces the essential features of the CLIL approach, integrating content, communication, cognition, and culture in a holistic and meaningful way. It also helps develop early literacy while promoting peer collaboration and social skills. Examples of early childhood stories will illustrate the potential of digital storytelling in the CLIL classroom.

Development of Literacy Skills through Synthetic Phonics in Pre-Primary Education

Dr. Ángela **Álvarez-Cofiño Martínez** (*University Antonio de Nebrija, Spain*) acofino@telecable.es

Literacy plays an outstanding role in CLIL at Pre-Primary, as it helps to develop communication and interaction in class. The starting point of literacy development in Pre-Primary children learning English is the acquisition of phonological and phonemic awareness. They are both a substantial part of the teaching of phonics, thanks to which very young learners learn, in a playful and multisensory way, how to decode and encode words by mapping sounds onto their corresponding graphemes and blend them to read, or segmenting them into separate units in order to transcribe them into written text. At the same time, they acquire a great amount of vocabulary and functional structures within our CLIL lessons, which is basic for communicating in the new language. Practical examples will illustrate how a good implementation of synthetic phonics in Pre-Primary helps very young learners acquire and consolidate their Literacy skills in CLIL.

Symposium speakers biodata

Dr Ana Andúgar Soto is full-time lecturer and researcher at the University of Alicante (Spain). She teaches at the Pre-primary and Primary Education degrees. She holds a PhD in Teaching Foreign Languages to very young learners from the Catholic University of Murcia and co-directed by the University of Granada. She is an active member of the research group HUM-840 Conocimiento Abierto para la Acción Social (Open Knowledge for Social Action) where she works on language acquisition and plurilingual education. She has various impact publications on TEFL to very young learners. She forms part of the Executive Committee of Multilingual Childhoods - EECERA SIG. She is a founding member and coordinator of the Spanish Network on Early Foreign Language Learning (Red ALEXI).

Dr. Angela Alvarez-Cofiño Martínez has got a Degree in English Teaching and a PhD in English studies. She was the only Spanish member of an international Phonics Experts Panel created by the publishing division of Oxford University between 2018 and 2020. She was awarded a National Prize in Educative Innovation for an English at Infants Stage project in 2003, and in 2004, 2005 and 2009 she has been awarded three European Labels for innovation and quality in CLIL projects. In 2011 the European Commission included her work as an example of good practice in Quality and Consistency criteria, in the work document "European Strategic Framework for Education and Training (ET 2020)". Currently, she is a Literacy teacher at C.P. Bilingüe Ventanielles (Oviedo, Spain), and she is a professor at the Languages and Education Faculty in the University Antonio de Nebrija, too.

Dr. Ana María Pino-Rodríguez has developed most of her career as a class teacher and an English-teacher in Preprimary and Primary stages in state schools. Nowadays she is teaching within the field of Vocational Education. Before that, she also worked as a pedagogical advisor in a teacher-training centre dependent on the Spanish Ministry of Education and as a



professor for the Department of Language and Literature at the Faculty of Education, Economy and Technology of Ceuta (University of Granada). She is a member of the research group CAAS –Conocimiento Abierto para la Acción Social (that is, Open Knowledge for Social Action–, which relates to Granada University, and has published different papers and book chapters on language teaching-learning, the didactics of literature in Primary education, translanguaging and innovative methodologies in Education

Dr Silvia Corral-Robles (PhD) is a lecturer of TEFL at the Faculty of Education of the University of Granada, giving pre-service EFL courses for Early Childhood, Primary and Secondary education teachers. She has participated in national and international congresses and published numerous articles, chapters on TEFL. She has also participated in different research and teaching innovative projects. Her research interests centre around English in early childhood, primary and secondary education, bilingual education, active methodologies, the integration of ICT as a curricular resource and inclusion, gender, and cultural diversity in the EFL classroom.

Dr Ramírez-Verdugo (PhD, MA) works as an Associate Professor of English Applied Linguistics & English Teacher Education at the Department of Modern Languages and Methodology, Universidad Autónoma de Madrid (Spain). Her research interests involve Digital Storytelling, Educational Technology, Bilingual Education, CLIL, STEAM, Prosody, Intonation, and Intercultural Pragmatics. She has recently published *L2 Intonation Discourse. Research Insights* (Routledge, 2022); *Interdisciplinary Approaches toward Enhancing Teacher Education* (2021); *A Sociocultural Study on English Learners Critical Thinking Skills and Competence* (2021); *Bilingual Education from Learners' Perspectives* (2020); or *A Conceptual Reference Framework for Sustainability Education in Multilingual and Cross-Cultural Settings: Applied Technology, Transmedia and Digital Storytelling*. Currently, she coordinates the UAM-TeLL research group (*Technology Enhanced Content and Language Integrated Learning in Bilingual Education and Intercultural Settings*).



INTRODUCING ENGLISH IN PRE-PRIMARY EDUCATION: THE CASE OF GREECE AND THE EAN PROJECT

Symposium Chair: Thomai **Alexiou** (*Aristotle University of Thessaloniki, Greece*) thalexiou@enl.auth.gr

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Foreign languages	0 – 6	Language policies for early years

According to the new educational policy in Greece, the introduction of English in pre-primary schools is prioritized in line with plurilingualism and multicultural aspects of the classrooms on par with the 21st-century skills development. As of September 2021, EFL is introduced in all Greek pre-primary schools through a funded project called EAN. Some of its deliverables include supervising the monitoring the implementation, developing training courses for both EFL and pre-primary teachers and developing materials for children.

Introducing the main features of the EAN project

Thomai **Alexiou** (*Aristotle University of Thessaloniki, Greece*) thalexiou@enl.auth.gr
Efthymia **Penderi** (*Democritus University of Thrace, Greece*) effieped55@gmail.com

In this presentation we will shortly introduce the main and most innovative features of the EAN project. Supporting and supervising the project followed a multi – levelled and multi – methodological approach. The educational strategic design of EAN is based on a top-down and bottom-up approach, actively involving all stakeholders (policymakers, academics, education leaders, teachers, parents and children) in the process. Active cooperation is one of the pillars of this initiative. A MOOC methodology was used for the training of the EFL and pre-primary teachers. In designing educational materials, EFL in pre-primary schools is not treated as a separate or an isolated subject in the Greek curriculum but is integrated in the existing school programme and therefore CLIL educational scenarios are devised for the project. The emphasis on cultivating a ‘culture of co-operation’ within the local but also intercultural society through EFL can become a paradigm shift towards a more humanistic view of educational practices.

Developing training and educational scenarios for EFL pre-primary learners

Thomai **Alexiou** (*Aristotle University of Thessaloniki, Greece*) thalexiou@enl.auth.gr

In this presentation the philosophy and process of developing educational materials for EFL pre-primary learners through the EAN project will be discussed. The project has generated a pedagogical framework regarding EFL in the early years that is tailored to the existing curriculum using a developmentally appropriate methodology that fosters community learning.

The materials are developed in the form of CLIL educational scenarios often using a puppet or a persona doll that creates the communication need for learning and communicating in English, thus providing context and purpose. Creative activities are delivered as part of scenarios and thematic approaches are developed in the classroom and focus on aspects of the pre-primary curriculum that can be relevant to EFL learning. In this way, the activities fit in to the school’s curriculum and follow and extend children’s experiences. This practice promotes and safeguards the cooperation and constant communication of both educators. The aim is to



devise and inspire quality-learning experiences so as to promote children's holistic development in a meaningful way.

Introducing English in the pre-primary education and the New Greek Kindergarten Curriculum: Promoting multilingualism, citizenship, intercultural communication and inclusion

Efthymia **Penderi** (*Democritus University of Thrace, Greece*) effieped55@gmail.com

The introduction of the English language in the kindergarten has been one of the educational policy innovations for the upgrade of the Greek pre-primary education. The idea is based on a socio-pedagogical perspective that places emphasis on the introduction of English as a means to promote children's expressive tools and multilingual awareness, boost their motives, love and confidence in language learning, foster respect and intercultural sensitivity, and enhance culturally and linguistically diverse children's identity, positive self-image and use of mother tongue, as an asset in the learning process. English as FL in pre-primary education is discussed through the lens of the philosophy of the New Kindergarten Curriculum which lays emphasis on the development of the 21st century competences, builds on whole child development and promote cultural and social learning to lay the foundations for a European and global citizenship identity and inclusion, through a learning communities perspective.

Monitoring the EAN Project: Evaluation processes and main results

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Efthymia **Penderi** (*Democritus University of Thrace, Greece*) effieped55@gmail.com

Marianthi **Serafeim** (*Aristotle University of Thessaloniki, Greece*) marisera@gapps.auth.gr

In this presentation we will discuss the experience of the first year's official implementation of the EAN project. Systematic monitoring and reporting provide robust evidence for the progress of the project. The talk will unveil important aspects regarding: (a) the stakeholders' perceptions and beliefs regarding the advantages and challenges of the introduction of EFL in pre-primary schools, (b) the issues raised concerning the active cooperation and relationship between the pre-primary and the English language teacher and, (c) the educators' training needs. A mixture of qualitative and quantitative methodology has been designed to gather data from all stakeholders for the assessment and evaluation of the programme. The findings of the study so far have shown that all stakeholders identify certain benefits children receive. The importance of a good relationship between the pre-primary and the English language teacher is highlighted and the need for further training in specific areas and with concrete examples is underlined.

Symposium speakers biodata

Thomai Alexiou is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Greece. Her expertise is in early foreign language learning, SLA pedagogy and material development for young learners. She has also authored textbooks for children learning English as a foreign language. As of 2021, she's the National Academic Leader of EAN project, a funded project for the introduction of EFL in pre-primary schools in Greece.

Penderi Efthymia is Assistant Professor in the Department of Education Studies in the Preschool Age, Democritus University of Thrace, in the field of Social Pedagogy. She had the scientific responsibility and supervision of new Curriculum for the Greek pre-primary education and its pilot implementation. She was member of the Committee of the Greek Institute of



Educational Policy for the Introduction of English in the pre-primary schools and with Professor Alexiou organized the relevant training of the educational staff and the formative evaluation of the program during the pilot phase. She has participated in international and national research projects with a focus on pre-primary education curricula and professional development, inclusion, participation rights, strategic and sociocultural learning and parent-school partnerships.

Marianthi Serafeim is a graduate from the department of English Language and Literature, Aristotle University of Thessaloniki. She holds an MA in Foreign Language and Teaching from the same institution. Currently, she is a Ph.D. Candidate investigating the implementation of English in Greek state preschools, examining teachers' views and the impact on preschool children's learning outcomes.



LANGUAGE EDUCATION POLICIES IN EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD TEACHER EDUCATION INSTITUTIONS

Symposium Chair: Mila Schwartz (*Oranim Academic College of Education, Israel*) milasch@bgu.ac.il

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Minority languages Heritage languages	0 – 6	Teacher training on early language education Language policies for early years

Educators and researchers increasingly recognize the impact of language education policies on preschool education. The proposed symposium will show how language education policies might be interpreted from diverse theoretical perspectives. We will discuss how these policies are implemented in preschools and early childhood teacher education institutions. The researchers from three countries (Iceland, Norway, and Israel) will present and discuss their data. The methods the proposed studies employ range from the traditional ethnographic observations and interviews to more innovative designs as analyzing textbooks and visual learning resources in early childhood teacher education.

Construction and implementation of language policies in Icelandic preschools

Hanna **Ragnarsdóttir** (*University of Iceland, Iceland*) hannar@hi.is

Iceland has seen rapidly changing demographics in recent years as a result of growing immigration to the country. This is reflected in the education system where children speak altogether around 100 languages (Ragnarsdóttir & Kulbrandstad, 2018). This talk focuses on how language policies have been constructed and implemented in the Icelandic education system in recent years and how these are reflected in preschool practices. The project is a qualitative study with teachers, principals and parents in preschools in three different areas of Iceland. The theoretical framework includes writings on linguistically and culturally appropriate educational practices (Chumak-Horbatsch, 2012; Cummins, 2004). Data was collected in 2020-2022 in semi-structured interviews with parents, teachers and principals and observations in the preschools. The findings indicate that the teachers, supported by their principals, develop various linguistically and culturally appropriate practices and build on resources that the children and families bring to the schools (Gay, 2010). This provides a firm basis for the children's multilingual development. However, challenges include the lack of strategic implementation of policies and lack of training for all teachers to ensure the sustainability of good practices.

Language ideologies in early childhood teacher education: The politics of textual and visual learning resources

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Anja **Pesch** (*Inland Norway University of Applied Sciences, Norway*) anja.pesch@inn.no

According to Bakhtin, ideology is inherent in any semiotic system, it involves world views and is social in nature (Bakhtin, 1986). Previous research points out that language teaching and learning are not ideologically neutral practices; they are located within complex webs of political and historical contexts (Curdt-



Christiansen & Weninger, 2015, p. 1). In our presentation, we explore which language ideologies are expressed in learning resources and linguistic/semiotic environments in three different early childhood teacher education institutions (ECTE). The research questions guiding our ongoing research are 1) how language ideologies regarding multilingualism are expressed, 2) which languages are legitimized and 3) how multilingualism is presented in the textual and visual resources that we study.

Our study is carried out in the Norwegian context of ECTE. As data material, the study includes textbooks used in ECTE and the teacher institutions' schoolscapes (Brown, 2012), i.e. pictures of interior. In the data analysis we follow Brown's (2012, p. 282) argument that schoolscapes, as place and text, transform, constitute and reproduce ideologies. We do not assume that there is a linear relationship between teacher education and future teachers' professional practice. Still, we argue that learning resources are important elements that both carry with them and influence ideologies and language ideological negotiations among teachers and students and students.

Policy makers as local agents in rethinking early language education policy at the micro-level

Mila **Schwartz** (*Oranim Academic College of Education, Israel*) milasch@bgu.ac.il
 Nurit Kaplan **Toren** (*Oranim Academic College of Education, Israel*) nurit_kt@oranim.ac.il
 Orit **Dror** (*Oranim Academic College of Education, Israel*) orit_d@oranim.ac.il

While classical language policy focused on macro-levels, in recent decades researchers brought to the fore the importance of the micro-levels as sites of planning. The aim of this study was to explore how policy makers and ECEC educators promote a novel language education policy and practice development on the micro-level in one city in Israel. Nof HaGalil, established in 1957 in the northern area of Israel, comprises about 45,000 residents. Most of them are immigrants from all over the world. In addition, this Israeli city has 25% Arab residents who in many cases decide to enrol their children in Hebrew-speaking preschools. Although this linguistic and cultural diversity of the city enriches its peoplehood landscape, it poses many challenges in managing ECEC, such as lack of clearly declared early language education policy and planning, lack of professional knowledge and skills for approaching this diversity, as well as relatively slow progress of children's competence in Hebrew, a societally dominant language. In this study, the following questions have been examined:

1. What attitudes do the city's policy makers have towards education of linguistically and culturally diverse children in the city?
2. How can a brief professional development program designed for policy makers effect their agency in promoting linguistically and culturally responsive teaching in the city?

The researchers conducted seven in-depth semi-structured interviews with each policy maker individually. The interviews will be analyzed through thematic analysis. Currently, data analysis is in progress.

Symposium speakers biodata

Hanna Ragnarsdóttir (hannar@hi.is) is a professor at the School of Education, University of Iceland. She completed a BA degree in anthropology and history from the University of Iceland in 1984, an MSc degree in anthropology from the London School of Economics and Political Science in 1986, and a Dr.philos in education from the University of Oslo in 2007. Her research has mainly focused on immigrants and refugees (children, adults, and families) in Icelandic society and schools, heritage language research, bi- and plurilingualism, multicultural education, multilingual education, and school reform.





Gunhild Tomter Alstad is associate professor at Inland Norway University of Applied Sciences, Faculty of Education. She holds a PhD in linguistics from the University of Oslo in 2014. Her research interests involve topics as emergent multilingualism and emergent literacy, teacher beliefs about language, early childhood teacher education and second language/multilingual pedagogies in early childhood education contexts. She is currently working on a research project on language, literacy and multilingualism in early childhood teacher education.

Anja Maria Pesch is associate professor at Inland Norway University of Applied Sciences, Faculty of Education. She holds a PhD in Education from UiT The arctic university of Norway in 2018. Her research interests involve topics as early childhood multilingualism, multilingual pedagogy in ECEC, semiotic landscape studies, perspectives on learning and language and ECEC-home collaboration. She is currently working on a joint research project on multilingualism in transitions in the education system in Norway, together with researchers at UiT, which is financed by the Research Council of Norway.

Mila Schwartz is a Professor in Language and Education in Oranim Academic College of Education (Israel). Her research interests include language policy and models of early bilingual/multilingual education; linguistic, cognitive, and socio-cultural development of early sequential bilinguals; family language policy; and language teachers' pedagogical development.

Orit Dror is the director of the Israeli Institute for Early Childhood Education. Orit holds a Ph.D. (Haifa University, 2014), an M.A. (Tel- Aviv University, 2001) in Education, and a Bachelor's degree in Occupational Therapy (Tel-Aviv University, 1995). Up until 2020, she served as the head of the early childhood department for undergraduate students at Oranim College of Education. Orit serves as the coordinator of the Early Childhood Forum at the National Center for Programs in Teacher Education (MOFET Institute), as well as a member of the Israeli pro- Early Childhood lobby in the Knesset.

Nurit Kaplan Toren received her Ph.D. in Education and Human Development from the University of Haifa, Israel (2005). She started her career as a high school educational counselor and teacher and currently teaches Educational Psychology at the University of Haifa and Oranim College of Education. Her research examines the structure of parents' educational involvement and its effect on students' school functioning, with particular focus on antecedents of parents' educational involvement in the context of culture and age (from early childhood to adolescents).



MAPPING PRE-PRIMARY CLIL INTERNATIONALLY

Symposium Chair: Dr. Ana **Otto** (*Universidad Complutense de Madrid, Spain*) anaotto@ucm.es

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6	Early bilingual/multilingual education

This symposium portrays how Pre-primary CLIL has been developed internationally. After a brief introduction on the main benefits of early language acquisition through CLIL, the different talks concentrate on different contexts where this methodological approach has been successfully implemented as part of Early Childhood Education and Care (ECE).

Why CLIL in Pre-primary Education?

Dr. Ana **Otto** (*Universidad Complutense de Madrid, Spain*) anaotto@ucm.es
Dr. Beatriz **Cortina-Pérez** (*University of Granada, Spain*) bcortina@ugr.es

Content and Language Integrated Learning (CLIL) has established itself as a growing global trend to benefit from language instruction in an integrated way. In addition, by using CLIL, students are able to improve their ability to learn as they understand and value a new culture. But CLIL portrays many different models and varies across contexts depending on the language(s) of instruction, the teachers involved in the program, subjects taught through the additional language(s), and the learners' age, to name just a few. This first talk aims to introduce the present state-of-the-art of Pre-primary CLIL in language contexts in which the target language is not naturally used outside the classroom by presenting an array of international possibilities.

A look at pre-primary CLIL in South America

Dr. Darío Luis **Banegas** (*University of Edinburgh, UK*) Dario.Banegas@ed.ac.uk

Content and Language Integrated Learning continues to burgeon across educational systems in South America given its attractive combination of learning curricular content and English in a holistic and authentic manner. The aim of this talk is to take stock of the ways in which pre-primary CLIL can be found in policy, curriculum, practice, and teacher preparation. Special attention will be given to how CLIL has permeated the strong tradition of (private) bilingual education in the region and what initiatives institutions have implemented to engage pre-primary pupils in deeper learning. The presentation will review cases of good practice and will make connections between CLIL and notions such as literacy, project-based learning, play-based learning, and inquiry-based education. Implications for pedagogy and research will be discussed.



InfanCLIL: A model for implementing plurilingual projects in pre-primary education in Spain and Portugal

Dr. Pilar **Couto-Cantero** (University of La Coruña, Spain) pilar.couto@udc.es

The onset of early foreign language learning is a global phenomenon brought about by a range of political, economic and social factors. In parallel with increased levels of migration and movements of people(s) across and within continents, there is even more of a need to provide education in the early years which fosters positive attitudes towards languages and international citizenship whilst supporting the understanding and development of self and community. From the collaboration of scholars in two national contexts, namely Spain and Portugal, a proposal for a model, InfanCLIL, which endorses the above has emerged. The aim of this talk is to present a conceptual framework grounded on 6Is: Identity, Inclusion, Integration, Interaction, Imagination and Investigation which acknowledge the potential of pre-schools in the development of plurilingual/pluricultural competences; and 6Cs: the 4Cs of the CLIL approach (Content, Communication, Cognition and Culture (Coyle et al., 2010) to which the authors have added a further two, Context and Collaboration, essential to situating teaching and learning, and framing a constructive educational process.

Constructing pre-primary CLIL in Mexico. Policy analysis and teachers' perspectives

Dr. Natalia **Martínez-León** (University of Granada, Spain) nataliaml@ugr.es

This talk examines pre-primary English teaching practices in Mexico, and whether CLIL practices are happening. The national programme of English language instruction in the Mexican public primary schools, *Programa Nacional de Inglés en Educación Básica (PNIEB)* initiated in 2009, reformed 2011 (adding Secondary Education) and the recent *Programa Nacional de Inglés en la Educación Básica (PRONI)*, 2017-18, regulate English instruction in compulsory education throughout the country. The new aspect about PRONI is the inclusion of the compulsory third year of pre-primary education (5-6 years) in this English language plan. In summary, students should receive between 1,060 and 1,900 hours of English classes per educational cycle, even when English language instruction is compulsory but is not part of the national curricular plan. PRONI was then extended with the *Estrategia Nacional de Inglés*, July 2017.

Symposium speakers biodata

Ana Otto is a full-time assistant professor at Universidad Complutense, where she teaches Didactics of Foreign Languages. Besides, she has been a teacher trainer for the Comunidad de Madrid Bilingual Programme and has participated in material creation projects for bilingual programmes (editorial SM, the Masters' Degree in Bilingual Education at UNIR, and the manual *Let's CLIL!* (Santillana-Richmond). Her main interests are bilingual education, Content and Language Integrated Learning, assessment and didactics of second/foreign languages, and is currently working on a national project to evaluate bilingual programs in Spain.

Dr. Beatriz Cortina-Pérez is professor (assoc.) at the Languages and Literature Education Department at the University of Granada. She is currently based at the Faculty of Education in Ceuta Campus where she lectures in the Early Childhood Degree as well as in the EFL specialisation in the Primary Education Teacher Training programme. She participates in diverse MA both lecturing on Plurilingualism and supervising MA dissertations, and thesis from the International Doctorate Programme on Education at the University of Granada. Her research interests revolve around pre-primary foreign language education and plurilingualism at early years. She is an active member of the research group HUM-840 Conocimiento Abierto para la Acción Social (Open Knowledge for Social Action), where she works on language acquisition and plurilingual education. She is a founding member and coordinator of the Spanish Network on Early Foreign Language Learning (Red ALExI), as well as co-convenor of the international EECERA SIG "Multilingual Childhoods". She is also editor of the international journal *Porta Linguarum*.





Darío Luis Banegas is a lecturer in TESOL in the University of Strathclyde (UK) and an associate fellow with the University of Warwick (UK). He is an active member of teacher associations in South America and the UK and supports projects on teacher research and knowledge democracy. He is a visiting lecturer on CLIL and action research at universities in Latin America, Australia, and the UK. His main teaching and research interests are: CLIL teacher education, materials, and action research.

Pilar Couto-Cantero is a Faculty Member, Head of Department and Principal Researcher at UDC. She is TEFL teacher at the Faculty of Education. She holds two Graduates: English and Spanish Philology and a PH. D. in Spanish Philology. External Examiner and Supervisor. Head of a Postgraduate Programme. She is Editor-in- chief of the International Journal Digilec. Research fields: Applied Linguistics, TEFL, professional development, Language Teaching, Comparative Studies about fictional texts and their teaching and learning possibilities.

Natalia Martínez-León holds an Applied English Linguistics PhD, and is a professor and researcher at the University of Granada. Her specialisation areas are bilingualism, plurilingual education, CLIL, pre-K ed, ICLHE, educational technology and transnational literacies.



PICTUREBOOKS, INTERCULTURAL CITIZENSHIP AND REFLECTIVE PRACTICES: A PROFESSIONAL DEVELOPMENT PROJECT

Symposium Chair: Nays Ibrahim (Nord University, Norway) nays_ibrahim@hotmail.com

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages	6 – 12	Teacher training on early language education

The papers in this symposium share research associated with an Erasmus+ project ‘Intercultural Citizenship Education through Picturebooks in early English Language Learning’ (ICEPELL), the objective of which is to empower teachers and learners in becoming competent and effective democratic citizens. We will introduce the professional development course that ran during the project, examine the actions taken by the teacher educator team and present a range of approaches to support reflecting and reviewing.

The ICEPro Course: Empowering action-taking

Sandie Mourão (CETAPS, Nova University Lisbon, Portugal) sandiemourao@fch.unl.pt

This paper addresses how creating ICE-themed picturebook materials during teacher education in an experiential, dialogic and collaborative manner can support classroom experimentation. Ways that asynchronous coursework tasks, synchronous input sessions, and materials co-creation shaped the skilful mediation of picturebooks about refugee experiences during lessons are illustrated. The central focus will be on the teacher-created materials for *The Suitcase* by Chris Naylor-Ballesteros and *The Day War Came* by Nicola Davies, and subsequent trialling with groups of English language learners in four national contexts.

Findings are shared from different phases of the ICEPro Professional Development Course which shine a light on the particular learning processes that the teacher-participants engaged in. The learning of two teacher-participants working with children in lower and upper primary grades is explored. This comprises analysis of journals entries, forum posts, Loom recordings, materials drafts as well as semi-structured, reflective interviews about the teachers’ and the children’s picturebook-related experiences..

Picturebooks as vehicles: Creating materials for pedagogical action

David Valente (Nord University, Norway) david.valente@nord.no

This paper addresses how primary English language teachers’ competence in fostering action-taking through picturebooks may be enhanced by micro-interventions during teacher education. It will illustrate the ways in which the interrelated, contributory roles of formal input, the mentoring of materials development as well as dialogic peer support were actualised when raising teachers’ awareness and consolidating their application of action-taking during the ICEPELL project.

Findings will be shared which shine a light on successes and challenges for primary English teachers when engaging with action-taking as an ICE-related concept. Analysis of data from observations of participants’ interaction and responses during input sessions will be focused on alongside the teacher educators’ voices. This comprises daily reflective debriefings during the ICEPro course, data from reflective journals and focus



groups to capture mentoring experiences. Overall, the goal is to highlight the affordances of responsive, iterative approaches to the conceptual anchoring of action-taking during teacher education.

Head, Heart, Hands: Reflecting and reviewing for transformative action.

Nayr Ibrahim (Nord University, Norway) nayr_ibrahim@hotmail.com

This paper explores how including effective metacognitive processes in teacher education can lead to better integration of learning to learn in primary English language classrooms. The teacher plays a key role in the reflect and review process as they plan, integrate, model and then reflect on own practice. Reflect and review activities were systematically and explicitly integrated into the learning process during the ICEPro course. These activities were multimodal and underpinned the citizenship-focus, action-taking characteristics of the project.

One of these activities was the Head-Heart-Hands (H-H-H) model, which provided the practitioners an action-oriented approach to reflecting on ICE in English language education. This model engages the mind (the cognitive dimension), the heart (the emotional dimension) and the hands (the kinaesthetic/active dimension). Examples of teachers' and children's work illustrate how critical reflect and review processes contribute to transformative learning processes that include community action, and even societal transformation..

Symposium speakers biodata

Sandie Mourão (PhD) is a research fellow at Nova University Lisbon, with over 30 years of experience in ELT as a teacher, teacher educator and educational consultant. Her main research interests focus on early years language learning, picturebooks in language learning, intercultural awareness, assessment practices and classroom-based research. Her recent publications include *Teaching English to Pre-primary Children* (DELTA Publishing, 2020) and *Early Years Second Language Education: International Perspectives on Theory and Practice* (Routledge, 2015).

David Valente is a PhD research fellow in English language and literature subject pedagogy at Nord University, Norway, where he teaches on the master's degree in primary education. David has over 20 years' experience as a teacher, teacher educator, academic manager, author and editor and his specialist interests include children's literature in ELT, primary and secondary teacher education and intercultural learning. He is also the reviews editor for the *Children's Literature in English Language Education Journal* (CLELEjournal).

Nayr Ibrahim (PhD) is Associate Professor of English Subject Pedagogy at Nord University, Norway. She has over 25 years of experience as teacher, teacher educator, manager and researcher in English and bilingual education in Portugal, France, Egypt, Hong Kong and now Norway. Her publications include *Teaching Children How to Learn* (2015) with Gail Ellis, and her research interests are bi/multilingualism, early language learning, multiple literacies, language and identity, intercultural learning, learning to learn, children's literature and children's rights.



PLURILINGUAL TEACHER EDUCATION: COLLABORATION TOWARDS TRANSFORMATION

Symposium Chair: Emilee **Moore** (*Universitat Autònoma de Barcelona, Spain*), emilee.moore@uab.cat

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional, Minority & Heritage languages	6 – 12	Teacher training on early language education

In recent decades, different proposals have been implemented both at local and European levels in working towards plurilingual schooling for children. Despite this, research shows that there is still a long way to go, both in schools and in initial teacher education, in ensuring the inclusion of linguistically diverse pupils and the development of children’s plurilingual competences to meet the demands of globalised societies. In this symposium, we present four different research initiatives in primary teacher education that place collaboration as the starting point for transformative plurilingual education..

Linguistically diverse (future) teachers: Creative inquiry in language teacher education

Dr. Emilee **Moore** (*Universitat Autònoma de Barcelona, Spain*), emilee.moore@uab.cat
 Dr. Júlia **Llompert** (*Universitat Autònoma de Barcelona, Spain*), julia.llompert@uab.cat
 Dr. Dolors **Masats** (*Universitat Autònoma de Barcelona, Spain*), dolors.masats@uab.cat
 Dr. Claudia **Vallejo** (*Universitat Autònoma de Barcelona, Spain*), claudia.vallejo@uab.cat

As part of the LISTIAC (Linguistically Sensitive Teaching in all Classrooms) project, we conducted collaborative, ethnographically-driven action-research in the context of primary teacher education, aimed at reflecting on, identifying, and enacting educational practices that are inclusive of and empower linguistically diverse children. Over the course of this research, different (minority) experiences and perspectives in relation to language(s) in schooling were shared with us by cohorts of future teachers with life and educational trajectories characterised by mobility and linguistic heterogeneity. In this paper, we share and reflect on the process of co-producing – between teacher educators, future teachers, and a film-maker – a documentary film as a non-foreseen outcome of the original research project. Following tenets of creative inquiry, we aimed at collecting, representing, and sharing some of the diverse student-teachers’ voices encountered in the study, both with audiences within teacher education, and with broader educational communities.

An activist form of professional praxis: Promoting plurilingual pedagogies in teacher training through service-learning

Dr. Claudia **Vallejo** (*Universitat Autònoma de Barcelona, Spain*), claudia.vallejo@uab.cat

In this presentation, I describe a plurilingual pedagogical initiative implemented in an after-school literacy program and a teacher education program, consisting in the production of pedagogical resources aimed at foregrounding children’s plurilingual repertoires, transnational trajectories, and complex, ‘in-between’ cultural experiences. These resources were collaboratively designed across formal and non-formal



educational milieus, including the after-school program participants along with pre-service primary education teachers in a university subject on plurilingualism. This pedagogical initiative followed the premises of Service Learning, a socio-educational methodology that articulates curricular objectives – in our case, introducing trainee teachers to the theoretical and pedagogical principles of plurilingualism – with real community needs, contributing to promote a plurilingual approach within the after-school program dynamics. The presentation will focus particularly on the collaborative practices that the service-learning project promoted, and its implications for boosting ‘activist’ linguistically and culturally sensitive pedagogical endeavours for the benefit of trainee teachers and children.

Plurilingual language teaching among mothers and children: Bridging non-formal plurilingual language teaching and initial teacher education

Dr. Júlia **Llompert** (*Universitat Autònoma de Barcelona, Spain*), julia.llompert@uab.cat

The CULT project (Constructing a Collaborative Understanding of Learning and Teaching for the XXI century) aims to develop dialogue and collaboration between teacher educators and future teachers, a non-formal language program in which children teach mothers, and a university outreach office charged with overseeing Service Learning. The study follows an ethnographic and collaborative/participatory action-research methodology, situates children as plurilingual experts and researchers, incorporates Service Learning principles, and the study of interactional data. In this paper, we firstly describe the design of the study. Ethnographic and interactional data collected in the non-formal education program will then be presented and analysed. The roles of children will be focused on in responding to the following questions: 1) How is plurilingual language learning managed between children and mothers? 2) What does this offer to the understanding of children’s plurilingual development and schooling? 3) What can be transferred to teacher training? 4) How can the CULT project design contribute to this transferral?

Mapping our world: Gamified linguistic landscaping with young learners

Dr. Melinda **Dooly** (*Universitat Autònoma de Barcelona, Spain*) melindaann.dooly@uab.cat

Dr. Emilee **Moore** (*Universitat Autònoma de Barcelona, Spain*) emilee.moore@uab.cat

For language educators working with children, current challenges associated with local and global problems go far beyond language teaching, including how to instil basic respect for human diversity. This presentation will discuss the EU funded project LOCALL, which has created a digital app for gamified documentation of linguistic landscapes. The app is used to raise young language learners’ awareness of plurilingual issues such as why some languages are more (in)visible than others and to provide a platform for discussion about linguistic and cultural diversity in their immediate environment. This talk will first provide an overview of the app and supporting materials for Linguistic Landscapes in educational contexts before discussing the piloting of the app with preservice primary education teachers. The participants’ interpretation of the pedagogical potential of the app, along with insight into their understanding of the importance of promoting plurilingual awareness through tools such as this one, will be discussed.

Symposium speakers biodata

Emilee Moore is an Associate Professor in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona and a member the Research Centre for Teaching and Plurilingual Interaction (GREIP). Her research is framed within the study of linguistic practices in multilingual and multicultural





educational contexts from a perspective that integrates linguistic anthropology, interactional sociolinguistics and sociocultural learning theories.

Melinda Dooly is a Professor in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona, where she holds a Chair in Technology-mediated Language Teaching and Intercultural Education. She is also the principal investigator of the Research Centre for Teaching and Plurilingual Interaction (GREIP). Her research interests include technology-enhanced project-based language teaching and learning, category constructions of linguistic diversity and social inequalities in education policies.

Júlia Llompart is a Postdoctoral Researcher in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona and a member of the Research Centre for Teaching and Plurilingual Interaction (GREIP). Her research focuses on plurilingualism and inter- and intragenerational language transmission.

Dolors Masats is an Associate Professor in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona and a member the Research Centre for Teaching and Plurilingual Interaction (GREIP). Her research interests revolve around conversation analysis applied to language learning and the design, implementation and assessment of curricular and classroom proposals, structured around plurilingual and interdisciplinary projects.

Claudia Vallejo is an Adjunct Lecturer in the Department of Language and Literature Education and Social Science Education at the Universitat Autònoma de Barcelona and a member of the Research Centre for Teaching and Plurilingual Interaction (GREIP). Her research focuses on the role of cultural and linguistic diversity in the academic trajectories of students from cultural and linguistic minorities, especially those considered at risk of school failure.



RETHINKING THE FOUR CS FOR PRE-PRIMARY EDUCATION

Symposium Chair: Dr. Beatriz **Cortina-Pérez** (*University of Granada, Spain*) bcortina@ugr.es

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second languages Foreign languages Additional languages	0 – 6	Early bilingual/multilingual education

This symposium reflects on the necessary changes to adapt the 4Cs model into pre-primary education. CLIL is starting to be implemented into Early Childhood Education as an extension from its consolidation in Primary Education. So as to be successful, there is a need to rethink CLIL and to adapt the well-known 4Cs model into pre-primary Education. The symposium aims at encouraging debate among participants on the necessary adaptations of CLIL at Early Childhood Education.

On the necessity of rethinking CLIL for pre-primary education

Dr. Beatriz **Cortina-Pérez** (*University of Granada, Spain*) bcortina@ugr.es
 Dr. Ana **Otto** (*Universidad Complutense de Madrid, Spain*) anaotto@ucm.es

It is unquestionable that Spain has become a leading country in implementing and researching about bilingual education, particularly through the Content and Language Integrated Learning (CLIL) approach (Coyle, Hood, & Marsh, 2010; Ruíz de Zarobe, 2018). As a natural process of this consolidation in compulsory educational stages, CLIL in Spain, as well as in other countries, is spreading to very early years, particularly to pre-primary education (European Commission, 2011; Ioannou-Georgiou & Pavlou, 2011).

However, the child from 3 to 6 years old presents particular developmental features (Murray, 2015, 2017, 2018), which are to be considered in the interest of quality for Early Childhood Education; consequently, CLIL approach needs to be reconceptualised to adapt to the idiosyncrasies of the child and the concrete educational stage (Cortina-Pérez & Pino, 2021; Fleta, 2019). This paper will reflect on the necessary changes to adapt CLIL into pre-primary education, as well as it will present a revisited 4Cs model for very young language learners (3-6).

Developing social and emotional learning (SEL) in pre-primary CLIL

Louisa **Mortimore** (*Universidad Internacional de la Rioja, Spain*) louisa.mortimore@unir.net

Social and emotional learning (SEL) is the process of acquiring the competences to recognise and manage emotions and develop prosocial skills. Extensive research suggests that effective SEL interventions in pre-primary have a long-term impact on mental health, well-being, and social behaviours.

At the same time, with the flourishing trend of introducing foreign languages from an earlier age in a contextualised and supportive setting, Content and Language Integrated Learning (CLIL) in pre-primary has become increasingly common. But, despite this trend, there is a gap in legislation and teacher training to support SEL in pre-primary CLIL.



In this context, we discuss 1) the importance of developing SEL in young learners and how it directly affects brain development; 2) how CLIL learning environments, language, and the teacher combine to support both CLIL and SEL in pre-primary; and 3) the legislative and educational framework for SEL in pre-primary CLIL.

Rethinking Contents for pre-primary CLIL

Dr. Ana **Andúgar Soto** (*University of Alicante, Spain*) ana.andugar@ua.es
Ms. Ana Isabel **García-Abellán** (*Catholic University of Murcia*) aigarcia3@ucam.edu

Being pre-primary education a critical period of the integral develop of the future adult, teaching-learning process are to be reconsidered so as to be adapted to its peculiarities. Implementing CLIL cannot scape from this reconceptualization if we intend to implement a successful programme at Early Childhood Education and Care. We understand contents not only as subject-themes to be learnt, but also as knowledge, skills and values to be achieved by students, and in this respect, we find that in Pre-primary the curriculum is as “clilable”* as in any other educational stage and that these contents can be approached from a revisited model based on the 4cs CLIL framework (Coyle, Hood & Marsh, 2010), respecting the principles of the stage mentioned above. In this talk we will discuss a model for planning contents in CLIL-ECE settings

Symposium speakers biodata

Dr. Beatriz Cortina-Pérez is professor (assoc.) at the Languages and Literature Education Department at the University of Granada. She is currently based at the Faculty of Education in Ceuta Campus where she lectures in the Early Childhood Degree as well as in the EFL specialisation in the Primary Education Teacher Training programme. She participates in diverse MA both lecturing on Plurilingualism and supervising MA dissertations, and thesis from the International Doctorate Programme on Education at the University of Granada. Her research interests revolve around pre-primary foreign language education and plurilingualism at early years. She is an active member of the research group HUM-840 Conocimiento Abierto para la Acción Social (Open Knowledge for Social Action), where she works on language acquisition and plurilingual education. She is a founding member and coordinator of the Spanish Network on Early Foreign Language Learning (Red ALExi), as well as co-convenor of the international EECERA SIG “Multilingual Childhoods”. She is also editor of the international journal Porta Linguarum.

Ana Otto is a full-time assistant professor at Universidad Complutense, where she teaches Didactics of Foreign Languages. Besides, she has been a teacher trainer for the Comunidad de Madrid Bilingual Programme and has participated in material creation projects for bilingual programmes (editorial SM, the Masters’ Degree in Bilingual Education at UNIR, and the manual Let’s CLIL! (Santillana-Richmond). Her main interests are bilingual education, Content and Language Integrated Learning, assessment and didactics of second/foreign languages, and is currently working on a national project to evaluate bilingual programs in Spain.

Louisa Mortimore has a BA (Hons) from Portsmouth University, two MA’s in TEFL and Bilingual Education, a postgraduate certificate of Expert in CLIL, and is currently completing a Ph.D. in CLIL at Universidad de Alcalá. She coordinates an in-school CLIL project for Universidad Internacional de La Rioja (UNIR) where she also teaches for the master’s degrees of TEFL and Bilingual Education. Louisa is a member of the UNIR research group Picturebooks- using stories for language teaching and learning with young children.

Ana Andúgar Soto is a Senior Lecturer and researcher at the pre-primary and primary education degrees at the University of Alicante. She holds a PhD in Teaching Foreign Languages in Early Childhood Education from the Catholic University of Murcia and co-directed by the University of Granada.

Ana Isabel García Abellán is a lecturer and researcher at the Catholic University of Murcia (UCAM). Prior to her service at UCAM, she worked as a pre-primary and primary teacher in a school where she supervised the implementation of the bilingual program. She has experience as a teacher trainer and literacy consultant, specialized in the area of Phonics for EFL students. She is also the author of different CLIL course books and teaching materials.



USING VERBAL INTERACTIVE DATA FOR RESEARCHING CHILD SECOND LANGUAGE ACQUISITION

Symposium Chair: Yuko Goto **Butler** (*University of Pennsylvania, U.S.A.*) ybutler@gse.upenn.edu

SOCIO-LINGUISTIC BACKGROUND	AGE GROUP	THEMATIC STRAND
Second, Foreign, Additional, Minority, Heritage & Endangered languages	6 – 12	Methodological and ethical issues on multilingual research

Investigating child second or foreign language acquisition (SLA) may require careful consideration of methods due to children’s unique developmental characteristics. This symposium discusses such age-related considerations and challenges while focusing on research using verbal interactive data (i.e., speech elicitation methods, introspective methods, and observation and observation/ethnography) in increasingly multilingual contexts. Considering that a growing number of researchers are interested in child SLA and that the most SLA research was been developed around adult learners, the topic of this symposium would be of interests to many attendants in this conference.

Assessing children’s second language speech production via oral narratives

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This presentation focuses on using children’s oral narratives for researching their second/foreign language (L2/FL) speech production. Speech production is generally defined as the oral production of language. L2/FL children’s oral narratives elicited via language sampling methods can be analyzed in different ways to evaluate various components of speech production. Compared to standardized norm-referenced language assessments, language sampling methods for eliciting oral narratives are more sensitive to L2/FL children from culturally and linguistically diverse backgrounds (Alt, Arizmendi, & DiLallo, 2016). This paper will present various language sampling methods used to elicit oral narratives, types of analyses for L2/FL oral narratives, and the use of technology in oral narrative elicitation and analysis. The paper will also discuss the challenges and considerations for using oral narratives to evaluate child L2/FL speech production and the implications for future research on child L2/FL speech production.

Using verbal reports to understand children’s mental processes

Yuko Goto **Butler** (*University of Pennsylvania, U.S.A.*) ybutler@gse.upenn.edu

Verbal reports such as think-alouds and stimulated recall have been widely used as a means of understanding learners’ mental processes when engaging in language-related tasks and activities. For verbal reports to be effective in research among children, numerous modifications are necessary due to children’s specific developmental factors and life experiences. Therefore, drawing on findings from previous research, this paper discusses various age-related challenges, pitfalls, and opportunities that can arise when using verbal reports to understand young learners’ second or foreign language learning processes, including issues related to children’s memory, attention, processing speed/efficiency, metacognition, anxiety, engagement, and first language proficiency. The paper also discusses how age-related factors may influence research veridicality (the accuracy of verbal responses) and reactivity (the changes in performance/behavior that result from producing verbal reports). The paper ends with



suggestions for considering hidden cultural assumptions that verbal report methods entail and for taking a child-centered approach when using verbal reports among children.

Ethnographic and Observational Methods with Young L2 Learners

Peter Sayer (The Ohio State University, U.S.A.) Sayer.32@osu.edu

Ethnography is an approach rooted in the disciplinary traditions of cultural anthropology, and has been taken up by applied linguists in studying L2 learning with younger learners. Ethnography involves data collection through *participant observation* and the analysis of these data from an *ethnographic perspective*. Early studies employed observation protocols to document classroom interaction (Spada, 2019). More recent studies also pay attention to the discourse structures that pattern interaction, with a focus on teacher language (Dockrell, et. al., 2012); however, current research is more informed by L2 language socialization (Willett, 1996) work with an ethnographic focus on the language and interactions of the children (Bernstein, 2018; Da Silva Iddings & Jang, 2008). The presenters summarize the development of ethnographic approaches to studying young L2 and consider some methodological issues. They conclude by presenting four main features of ethnographic observations, and offers three recommendations for using ethnographic observations with young L2 learners.

Symposium speakers biodata

Yuko Goto Butler is Professor of Educational Linguistics at the Graduate School of Education at the University of Pennsylvania, U.S.A. She is also the director of Teaching English to Speakers of Other Languages (TESOL) program at Penn. Her research focuses on the improvement of second and foreign language education among young learners in the U.S. and Asia in response to the diverse needs of an increasingly globalizing world.

Becky H. Huang, PhD, is an Associate Professor in the Department of Bicultural Bilingual Studies at the University of Texas, San Antonio (UTSA). She also directs the Language Learning and Assessment laboratory at UTSA. Dr. Huang's research areas span across applied linguistics, psychology, and education. Her research program focuses on two interrelated areas that address the goal of promoting language and education outcomes for bilingual students: language/literacy development and assessment of bilingual students.

Peter Sayer is an Associate Professor of Language Education Studies. His work focuses on educational sociolinguistics with Latinx emergent bilingual students in the U.S., and English learners in Mexico. He is a former Fulbright Scholar and the current editor of the TESOL Journal.

W O R K S H O P S

A L P H A B E T I C A L L Y O R D E R E D





Workshop Sponsored By JOLLY PHONICS



New developments, teaching ideas, and how to get the most from Jolly Phonics

Chris Jolly, Coral George & Yoana Gurriz Munoz (*Jolly Phonics*) chris@jollylearning.co.uk

"Jolly Phonics" is one of the best programmes to teach English in a foreign context. Success, which is proven by the results the students achieve in many schools in Spain for nearly 20 years. Loved by children and valued by teachers. Students enjoy the multisensory and interactive approach, where they become part of their learning, improving their oral and listening skills, but becoming fluent at reading and writing independently in English as a foreign language.

Come and join us in an interactive session. Christopher Jolly, the publisher, will describe new developments with the programme. Coral George will show ways to improve the literacy skills of your youngest students, even when English is not their first language. And Yoana Munoz will describe the bilingual Spanish/English development which she has edited, and which is now on trial.

Christopher Jolly is Managing Director of Jolly Learning Ltd, the publisher of Jolly Phonics and Jolly Grammar. He was a teacher for two years in Malaysia, followed by a first career in consumer marketing. He founded his publishing company in 1987, and has travelled to over 100 countries promoting the business. He started a philanthropic side of the business, Jolly Futures, which has donated materials and training to government schools in developing countries, reaching over 4m pupils. Chris has been awarded honorary doctorates by the University of Uyo in Nigeria, and by his alma mater, Bristol University. He was awarded a Lifetime Achievement Award by the IPG, a UK publishers association, in 2017.

Coral George is a world wide speaker, and a "Synthetic Phonics Ambassador" who works closely with Education Inspectors, Universities and Local Authorities; Coral is a Jolly Learning, Phonics International and Floppy's Phonics trainer; has world wide experience and has been trained by Sue Lloyd, Sarah Wernham, Debbie Hepplewhite, Ruth Miskin and Ross Wilson in United Kingdom. Qualified as a teacher in Britain, started her career teaching in England followed by some time in Egypt before finally joining the Spanish Ministry of Education/British Council "Bilingual Education Project". After implementing Jolly Phonics and Jolly Grammar, Coral achieved high standards of literacy. Coral was providing synthetic phonics teacher-training years before the UK government made it prescriptive. Coral has also collaborated with SM. –Spanish Publisher, developing a phonics programme suitable for young learners, "Power Phonics" SM. Coral is a Tedx speaker, (Madrid Cibeles 2011) empowering teachers through "Synthetic Phonics".

Yoana Gurriz Munoz is originally from Mexico, and has lived in Spain, but now resides in the UK. She is a designer and editor at Jolly Learning.



W o r k s h o p S p o n s o r e d B y
O X F O R D U N I V E R S I T Y P R E S S



Designing "learning situations" to nurture English with very young learners

Ángela Álvarez-Cofiño (Oxford University Press) acofino@telecable.es

In this practical workshop we will see ideas, resources and tips to work a learning situation with very young learners. Based on the topic "Teeth" (as from the age of 5 children start losing their milk teeth and this is an almost everyday situation we find in our classes!) we will develop a learning situation to help children understand what happens to milk teeth, why they get so excited when they have got a wobbly tooth, practice some phonics with "teeth" vocabulary, maths, games, songs, practical experiments... A multisensory approach where kids will learn a lot about teeth using English as the communication language in class.

Dr. Angela Alvarez-Cofiño Martínez has a Degree in English Teaching and a PhD in English studies. She was the only Spanish member of an international Phonics Experts Panel created by the publishing division of Oxford University between 2018 and 2020. She was awarded a National Prize in Educative Innovation for an English at Infants Stage project in 2003, and in 2004, 2005 and 2009 she has been awarded three European Labels for innovation and quality in CLIL projects. In 2011 the European Commission included her work as an example of good practice in Quality and Consistency criteria, in the work document "European Strategic Framework for Education and Training (ET 2020)". Currently, she is a Literacy teacher at C.P. Bilingüe Ventanielles (Oviedo, Spain), and she is a professor at the Languages and Education Faculty in the University Antonio de Nebrija, too.

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