



INTERNATIONAL CONFERENCE

FUTURE CHALLENGES IN EARLY LANGUAGE LEARNING & MULTILINGUAL EDUCATION

PROGRAMME & BOOK OF ABSTRACT



2nd International Conference "Early Language Learning and Multilingual Education in Early Childhood"

WELCOME

The Organising Committee of the **2nd International Conference on Early Language Learning and Multilingual Education in Early Childhood (ELLME'24)** is delighted to welcome you at the University of Granada in its beautiful **Faculty of Architecture** at Campo del Príncipe.

Promoted by **ELLMEnet** and under the organisational support of the **Department of Languages and Literature Education of the University of Granada, Conecta13 and the Spanish Ministry of Science Research project "LEyLA"**, this international conference aims at analysing and discussing issues related to multilingualism, in its broadest sense, from birth until the beginning of the compulsory education stage, usually 6/7 years old, as well as the transition from this period into Primary Education (8 years old approx.).

We are proud that our ELLMEnet family is growing and in this 2nd International Conference we have succeeded in bringing together a group of researchers and practitioners specialised in the conference topics with a thrilling on-site programme that includes **4 keynote conferences, 81 individual talks, 3 symposia, 10 workshops, 1 multiplier event** and a total of **136 speakers, plus 18 PhD students and teacher attendees**.

It is an honour for us to have the expertise of **plenary speakers** such as **Prof. Jasone Cenoz** (University of the Basque Country), **Prof. Mila Schwartz** (Oranim College of Education), **Emer. Prof. Teresa Fleta** (Complutense University of Madrid) and **Prof. Gunhild T. Alstad** (Inland Norway University).

In the desire to physically gather and **network**, we have designed **different activities** along the conference to give you the opportunity to interact with this interesting group of participants. We hope you enjoy the conference, as well as you find time to discover the **charming city of Granada**.

We would like to **thank all the speakers and participants** for their confidence and for making this 2nd ELLME Conference happen.





We cannot conclude without a special thanks to the Department of Language and Literature Education, 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 and supporters: **British Council, Santillana-Richmond, Nubra, Educación 3.0**, and **CAAS research group**. A warm thanks to our **volunteer students** whose help is invaluable.

We hope you enjoy this conference.

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)



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PROGRAMME



DAY 1 - 5TH SEPTEMBER 2024

8:30-9:30 REGISTRATION

9:30-11:00 OPENING & KEYNOTE: *Developing metalinguistic awareness in early childhood education through pedagogical translanguaging* by *Prof. Jasone Cenoz*
Chaired by Fernando Trujillo (*room Aula Magna*)

11:00-11:30 COFFEE BREAK

11:30-12:30: PARALLEL SESSION 1 (60')

	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
PANNEL	<i>Early bi-/multilingual education</i>	<i>Early language learning</i>	<i>Early multilingual acquisition</i>	<i>Teacher Education on multilingualism</i>	<i>Early language learning</i>
CHAIR	<i>Joanna Rokita-Jaśkow</i>	<i>Alexandra Bos</i>	<i>He Sun</i>	<i>Teresa Fleta</i>	<i>Ana Otto</i>
11:30-11:50	<i>ELS 3 PORQUETS: a plurilingual narrative in Catalonia at pre-school. Experiences, attitudes and perceptions of teachers, pupils and families involved in a project to maintain the languages of origin at home and at school. Valeria Tonioli & Claudia Vallejo Rubinstein</i>	<i>Young language learners' attitudes to writing in English. Gloria Vickov & Eva Jakupčević</i>	<i>Bilingual Children's Language Use and Productive Vocabulary. He Sun</i>	<i>Early Childhood Teachers' Self-Efficacy Beliefs for Student Engagement in Teaching English. Ali Kemal Tekin</i>	<i>WORKSHOP: How to teach a bilingual phonics lesson to early learners of English. Sara Isabel Rendón Romero & Macarena Navarro Pablo</i>

11:50-12:10	<i>What's in the name? An analysis of the linguistic landscape in Cracow through the lens of private kindergarten's names and signage.</i> Joanna Rokita-Jaśkow	<i>Foreign language aptitude in multilingual young learners.</i> Esther Vicente Manzanedo	<i>Multilingual advantages in the development of metalinguistic awareness.</i> Katrin Odermann	<i>Teachers' perspectives on virtual exchange in early foreign language teaching.</i> Florentina Nicolás Conesa & M.ª Encarnación Carillo García	
12:10-12:30	<i>English as EFL in kindergartens with no English: The case of Israel.</i> Tziona Levi	<i>The Role of Culture in the Primary Bilingual Classroom.</i> María del Mar Sánchez Bóver	<i>The association between inhibitory control and pragmatic competence: Pragmatic development of bilingual children's conversation relevance in verbal negation.</i> Danielle Lung & Virginia Yip	<i>Strengthening Teacher Preparation for Dual Language Learners through Translanguaging.</i> Soon Young Jang	
5 min transition					
12:35-13:35 PARALLEL SESSION 2 (60')					
	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
PANNEL	<i>Early bi-/multilingual education</i>	<i>Methodological and ethical issues on early multilingual research</i>	<i>Early bi-/multilingual education</i>	<i>Teacher Education on multilingualism</i>	<i>Early bi-/multilingual education</i>
CHAIR	Julie Waddington	Yiyi López Gándara	Gunhild T. Alstad	Alexandro Vagenas	Ángela Álvarez-Cofiño

12:35-12:55		Children wandering off, about and away from the research: The ethical affordances of using digital media in language education research with young multilingual learners. Yiyi López Gándara	<i>Gaelic Medium Education - the challenges of developing a bi-cultural identity.</i> Inge Birnie	<i>Teaching Spanish as L2 in multilingual settings: perceptions about linguistic training and plurilingual/pluricultural competence of primary school teachers in Castilla-La Mancha.</i> Juana María Blanco Fernández & Natalia Alarcón Mosquera	
12:55-13:15	SYMPOSIUM: <i>Funds of knowledge and identity for culturally and linguistically responsive language education.</i> Julie Waddington, Eleni Oikonomidou, Fares J. Karam & Mila Schwartz	<i>The Interview as a Formative Research Tool for Pre-service Teacher Training in the Field of Plurilingualism and Second Language Learning.</i> Karo Kunde.	<i>Networking (plurilingual) people and (monolingual) institutions: ten years "Netzwerkstellen" in kindergarten and primary school.</i> Emanuela Atz & Cecilia Varcasia	<i>Spanish as second Language in official Education: Perceptions about the Institutional Framework and the Pedagogical and Didactic Competence of Primary School Teachers in Castilla-La Mancha.</i> Aranzazu Bernardo & Pilar Moreno Díez	WORKSHOP: Holistic Multilingual Early Learning: Lessons from Families & Educators in a Reggio-Inspired Dual Language Preschool. Lilly Padia, Sandra Osorio & Luisiana Melendez
12:15-13:35		<i>Investigating the Use of English as a foreign Language in Greek Kindergartens: A Study of Collaborative Approaches Between Preschool and English Teachers.</i> Effrosyni Bisiri & Peggy Manoli	<i>The levelling effect of CLIL: a study of the development of executive functions through bilingualism in CLIL as a means towards academic excellence amongst students of low SES.</i> María Teresa Agulló Baldó	<i>Home Language Maintenance and Challenges: Spanish Skills in Dual Language Preschoolers.</i> Gabriela Simon-Cerejido, Simona Montanari & Jieru Bai	

13:35-14:30 LUNCH (55')

14:30-14:55 Routledge book presentation by ELLMEnet members (Aula Magna)

5 min transition

15:00-16:00 PARALLEL SESSION 3 (60')

	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
PANNEL	<i>Multilingual families</i>	<i>Early multilingual acquisition</i>	<i>Early bi-/multilingual education</i>	<i>Teacher Education on multilingualism</i>	<i>Early language learning</i>
CHAIR	<i>Mila Schwartz</i>	<i>Beatriz Cortina-Pérez</i>	<i>Ana Otto</i>	<i>José Luis Estrada-Chichón</i>	<i>María F. Tabuenca</i>
15:00-15:20	SYMPOSIUM: When family language policy and culture meet classroom language education policy and culture. Mila Schwartz, Kristin Jónsdótti, Hanna Ragnarsdóttir & Ekaterina Protassova	Mandarin retroflex sibilants as a vulnerable domain in trilingual development: Evidence from the Leo corpus. Virginia Yip	Measuring L1 and L2 vocabulary in Greek primary schools. Alexandro Vagenas & Thomai Alexiou	Benefits, challenges, and needs of CLIL in pre-primary education: A study on the perceptions of pre-service and in-service teachers. Marta Segura Mollá	English pronunciation challenges in a Catalan-Spanish bilingual region. Javier Fernández Molina & María Felicidad Tabuenca
15:20-15:40		From Standard to Dialect: Communicative factors of code-switching in bidialectal young children. Aaron Schmidt-Riese	Teachers' Assessment Literacy in Pre-primary Education. Ana Otto	Integrating cooperative oral reading experiences with native speakers in pre-service EFL teacher training for Early Childhood Education. José Luis Estrada-Chichón	A systematic review on the evolution of pronunciation teaching in early years: prescriptions and real practices. Sara Rendón Romero & María del Carmen Ramos Ordoñez

15:40-16:00		<i>Longitudinal study of interference and code switching in natural samples of children speech: the case of Spanish and Galician bilinguals aged 2 to 4.</i> Lara Lorenzo-Herrera	<i>Pre-primary EFL in multilingual settings.</i> Alexandra Bos & Julie Waddington	<i>Evaluating early years preservice English teachers' visual literacy: a first look at a need for more training.</i> Laura Torres Zúñiga & Alexander James Hope	<i>Language management in multilingual families with african backgrounds living in Canada or Germany.</i> Maj-Britt Wesemeyer
<i>5 min transition</i>					
16:05-17:00 KEYNOTE Research-based early childhood teacher education? Roles, trends and challenges in using language education research in preparing teachers for multilingual contexts by Prof. Gunhild T. Alstad Chaired by Ana Andúgar (Room Aula Magna)					
17:00-17:30 COFFEE BREAK					
17:30-18:30 PARALLEL SESSION 4 (60')					
	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
PANNEL	<i>Second or foreign (L2/F2) language teaching/learning at preschool</i>	<i>Teacher Education on multilingualism</i>	<i>Early bi-/multilingual education</i>	<i>Multilingual families</i>	<i>Early language learning</i>
CHAIR	<i>Raúl Ruíz Cecilia</i>	<i>Fernando Trujillo</i>	<i>Louisa Mortimore</i>	<i>Hanna Ragnarsdóttir</i>	<i>Nathalie Sitaram</i>

17:30-17:50	<p>Effects of language exposure and instruction approach on EFL vocabulary acquisition by Catalan-Spanish bilingual pre-primary students. Yağmur Elif Met & Marta Segura Mollá</p>	<p>SYMPOSIUM: Discussing the LEyLA teachers' competence framework for plurilingual education in early years. Fernando Trujillo, Beatriz Cortina, Ana Andúgar, Natalia Martínez León, Ana Otto, María Felicidad Tabuena & Javier Fernández Molina</p>	<p>Closing the Training Divide: Advancing Pedagogical Competence for Young Learners in Plurilingual Education. Louisa Mortimore & Patricia Bárcena-Toyos</p>	<p>Parents influencing children's learning of heritage languages Rosa Alonso Pérez & Alicia Sánchez-Requena</p>	<p>WORKSHOP: English Day in 'Colegio Estudio'- A 'learning by doing and playing' approach. Mónica Martínez Mateo</p>
17:50-18:10	<p>English Vowel and Stop Voicing Perception in Spanish-English Bilingual Preschoolers. Simona Montanari, Jeremy Steffman & Robert Mayr</p>		<p>How much do we know about children's multilingual competence? Kari Bratland</p>	<p>Young children's multilingualism and multiliteracy in diverse families in Iceland. Hanna Ragnarsdóttir & Kristin Jónsdótti</p>	
18:10-18:30	<p>The impact of literacy in Spanish as L1 into English acquisition as L2. Rocío del Pilar Velasco Beltrán & Cristina Del Moral Barrigüete</p>		<p>Intercomprehension as a conversation strategy for migrant children in Poland: Implications for early multilingual education. Hadrian A. Lankiewicz</p>	<p>Vocabulary learning in L2 Italian: What is the influence of the linguistic environment at school and the cultural and linguistic background of families on semantic development among preschoolers? Karin Zambonati</p>	
<p>20:30 Conference Dinner at Vincci Albayzin Hotel</p>					

DAY 2 - 6TH SEPTEMBER 2024

9:00-9:30 REGISTRATION

9:30-9:40 WELCOME DAY 2 & ANNOUNCEMENTS

(Room Aula Magna)

9:40-11:00 PARALLEL SESSION 5 (80')

	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
PANNEL	<i>Early bi-/multilingual education</i>	Early language learning	<i>Teacher Education on multilingualism</i>	Enseñanza-aprendizaje de una LE o L2 en edades tempranas	Classroom practices in early multilingual education
CHAIR	Virginia Yip	Berta Torras Vila	Beatriz Cortina Pérez	Ana M ^a Rico Martín	Maureen McAlinden
9:40-10:00	Teleassessment and Shared-Reading Support Hong Kong Trilingual Children's Language Learning: An Intervention Study. Zhou Jiangling & Virginia Yip	<i>Mafalda, Kiñe Rupa and Mamy Wata, Readings in Heritage Language varieties as tools for intergenerational transmission.</i> Facundo Reyna-Munian & Maj-Britt Wesemeyer	EVENTO MULTIPLICADOR: COMPETENCIAS DOCENTES PARA UNA EDUCACIÓN GLOBAL. INTELIGENCIA ARTIFICIAL Y MULTILINGÜISMO EN EL PROYECTO KA2 GATHERED	<i>Competencia plurilingüe y desempeño docente: análisis bibliométrico y temático.</i> Ana María Rico-Martín	WORKSHOP: Hands on Science! . Embid, Belén; Mediavilla, Beatriz (Sponsored by British Council)

10:00-10:20	Using Augmented Reality (AR)-compatible storybooks as input to support Hong Kong trilingual children's early language learning. Carleon Mendoza, Zhou Jiangling & Virginia Yip	Funny sounds and non-sense words for literacy instruction in pre-primary. María Tabuenca Cuevas & Javier Fernández-Molina	Fernando Trujillo, Beatriz Cortina & Natalia Martínez León	La adquisición del español como lengua adicional en un contexto multilingüe. El estudio de un caso. María Soledad Villarrubia Zúñiga	
10:20-10:40	Exploring Primary School EFL Teachers' Decision-Making Process on EFL Apps. Efrat Marcu	TinyTalkers: Innovating English Teaching in Early Childhood. Natalie Sitharam		El uso de juegos en el aprendizaje de francés en Educación Infantil. Concepción Porras	
10:40-11:00	Promoting children's plurilingual competence and metalinguistic awareness through translation-based tasks. Monika Bader, Cristine Möller Omrani & Sandra Halverson	Music as a tool for Foreign Language Learning and Teaching: A CLIL Music proposal. Berta Torras Vila		Las TIC en el aprendizaje de francés en Educación Primaria. La gamificación para motivar dentro del aula. Concepción Porras	
11:00-11:30 COFFEE BREAK					
11:30-12:25 KEYNOTE <i>Engaging children in dialogue with picturebook aesthetic elements</i> by Prof. Teresa Fleta Chaired by Mila Schwartz (Room Aula Magna)					

5 min transition					
12:30-13:30 PARALLEL SESSION 6 (60')					
	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
	<i>Early bi-/multilingual education</i>	Classroom practices in early multilingual education	Enseñanza-aprendizaje de una LE o L2 en edades tempranas	<i>Classroom practices in early multilingual education</i>	<i>Early language learning</i>
CHAIR	Macarena Navarro	Tomoko Hashimoto	Dimitrinka Nikleva	Belén Embid	Ana Andúgar
12:30-12:50	<i>Developing a Minority Language Immersion Education Module for Early Years Educators: Perspectives from the Irish Language Context.</i> Jennifer Uí Dhuibhir	<i>Case Study of a Japanese Elementary School Practicing Multicultural Integration, with a Focus on Teachers' Efforts.</i> Yuki Otsuki.	<i>La enseñanza de español como lengua extranjera (ELE) al alumnado de Primaria durante su primer año de ATAL.</i> Álvarez Baz, Antxon	<i>WORKSHOP: The Very Hungry Caterpillar: a CLIL Project Work in Pre-Primary.</i> Ángela Álvarez-Cofiño	<i>WORKSHOP: The Science of Reading in the EFL classroom. A practical Approach.</i> Sabrina Gallego Verdi
12:50-13:10	The relationship between bilingualism and children's social-emotional wellbeing. He Sun	<i>Wonder Books in Wonder Languages to promote multilingualism.</i> Bettina Hermoso Gomez & Sofia Martinho	<i>El bienestar del profesorado bilingüe: estudio comparativo.</i> Leopoldo Medina Sánchez, Juan Ramón Guijarro Ojeda & Raúl Ruíz Cecilia		

13:10-13:30	Multilingual classroom practices to enhance bi/multilingual pupils' identity. Ewa Lenart & Timea Kadas Pickel	Empowering Young Minds: Maximizing Social and Emotional Learning Potential in CLIL Classrooms. Louisa Mortimore	El humor y su aplicación didáctica en la formación y en la práctica del docente de español como lengua materna y como lengua extranjera. Juan Carlos Ortiz-López & Dimitrinka Níkleva		
13:30-14:30 LUNCH					
14:30-15:25 ELLMENET GENERAL ASSEMBLY, RAFFLE & SURPRISES (Room Aula Magna)					
5 min transition					
15:30-16:30 PARALLEL SESSION 7 (60')					
	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
	Teacher Education on multilingualism	Classroom practices in early multilingual education	Early language policy	Enseñanza-aprendizaje de una LE o L2 en edades tempranas	Second or foreign (L2/F2) language teaching/learning at preschool
CHAIR PERSON	Ana Otto	Matilde Lazarim	Natalia Martínez-León	Javier Fernández-Molina	Ángela Álvarez-Cofiño
15:30-15:50	The STEM-CLIL binomial. Olga Martín Carrasquilla & Andrea Martín López	Meaningful Tasks: Audiobooks as a Central Resource in Language Teaching. Rosana Durao,	Language education policies for early foreign language learning in Serbia. Dunja Brankov.	WORKSHOP: Estrategias metodológicas para el	WORKSHOP: Picture Books + Active Methodologies. Cristina De Vega Benavides

		Teresa Maló Sequeira & Maria Isabel Orega		<i>aprendizaje de inglés.</i> María Racionero García	<i>(sponsored by British Council)</i>
15:50-16:10	<i>The Learning Tasks Cube: A Didactic tool for the Early Childhood Classroom.</i> Juan Andrés Caballero Gil	<i>Gaming resources for pre-service English teaching.</i> Verónica Carrero Segura	<i>Early multilingualism in hñähñu communities in Mexico. Linguistic policies and good practices.</i> Natalia Martínez-León, & José Alejandro Ángeles González		
16:10-16:30	Teachers' attitudes to foster multilingual language awareness in a French primary school. Timea Kadas Pickel & Ewa Lenart	<i>Emotions in the Primary English Classroom.</i> Matilde Lazarim & Rosana Durao	<i>How does the rose grow between rocks - Acquiring the Arabic language amidst the challenges of diglossia and linguistic pluralism in early ages.</i> Rawya Burbara & Rima Baransi		
16:30-17:00 COFFEE BREAK					
17:00-18:00 PARALLEL SESSION 8 (60')					
	ROOM Aula Magna	ROOM A1	ROOM A2	ROOM T4	ROOM T5
	<i>Classroom practices in early multilingual education</i>	<i>Multilingual families</i>	<i>Early bi-/multilingual education</i>	<i>Second or foreign (L2/F2) language teaching/learning at preschool</i>	<i>Second or foreign (L2/F2) language teaching/learning at preschool</i>
CHAIR PERSON	<i>Elena Tkachenko</i>	<i>Kristin Jónsdótti</i>	<i>Emilia Wąsikiewicz-Firlej</i>	<i>Louisa Mortimore</i>	<i>Ángela Álvarez-Cofiño</i>

17:00-17:20	<i>Teaching oral language at intercultural educational contexts in Mexico.</i> María Teresa Zarza Díaz & Ana Luisa Adam Alcocer	<i>Family Language Policies and Practices among Polish Families in Norway with Preschool-aged Children.</i> Monika Stapor	<i>Unveiling children's perspectives of multilingualism through language portraits: Insights from a Polish pre-school in Melbourne.</i> Emilia Wąsikiewicz-Firlej & Piotr Romanowski	WORKSHOP: <i>CLIL lesson plan with a STEAM focus at the pre-primary classroom.</i> Magdalena Custodio Espinar, Marta Yun Ricote Nevado & Ángela Segura Ramírez.	WORKSHOP: <i>Learning centres and Phonics. Fun way to learn about Spring through the "SENSES".</i> Jorge Hernández
17:20-17:40	<i>"Plonk, ribble, furt, gladdenboot"... we don't "(under)stand" it, right?"</i> Cecilia Varcasia & Emanuela Atz	<i>Parents of Pre-primary School Children in Japan: Expectations of English Education</i> Tomoko Hashimoto & Maiko Nakamura	<i>PALINGUI - Making Young Children's Language learning pathways visible in the Early Years</i> Inge Birnie		
17:40-18:00	<i>Acts of bridging in communication with newly arrived Ukrainian children</i> Elena Tkachenko & Anna Aluf	<i>Fostering multilingualism at the interface of pre-school and family</i> Anna Szczepaniak-Kozak	<i>"This is amazing I now know more Portuguese than French": The repercussions of using Pluarlistic Aproaches in the English as an Additional Language Classroom.</i> Kevin Randall Steil & Encarnación Carrasco		
5 min transition					
18:05-19:30 KEYNOTE "Teaching is more than imparting knowledge: it is inspiring change": Teacher's agency in linguistic and culturally diverse classroom by Prof. Mila Schwartz & CLOSING Chaired by Beatriz Cortina-Pérez (Room Aula Magna)					

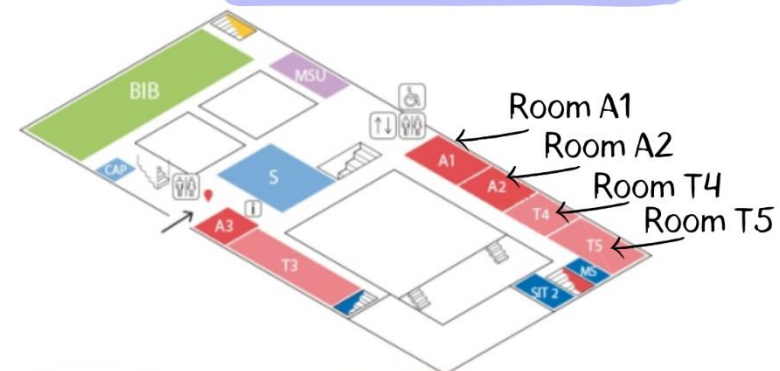
20:30 Walking tour along city center and Albayzin up to St. Nicolas Viewpoint

VENUE MAP



Escuela Técnica Superior de
Arquitectura de Granada

GROUND FLOOR / PLANTA BAJA



SEMI-BASEMENT / SEMISÓTANO





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KEYNOTE CONFERENCES



Keynote Conference

Developing metalinguistic awareness in early childhood education through pedagogical translanguaging

Prof. Jasone **Cenoz** (University of the Basque Country) jasone.cenoz@ehu.eus

Translanguaging is nowadays an umbrella term that embraces a wide variety of theoretical and practical proposals. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. The multilingual repertoire can be a rich resource for language and content learning in early childhood language learning. However, prior knowledge often needs to be activated so as to develop metalinguistic awareness. Pedagogical translanguaging can make learners aware of their own multilingual resources so that they can use them more effectively. The focus of this presentation will be on the role of pedagogical translanguaging to enhance metalinguistic awareness when learning languages in pre-primary and primary school. This presentation will show how activating the use of resources from the whole linguistic repertoire can stimulate the development of metalinguistic awareness and contribute to benefitting to a greater extent from the advantages associated with multilingualism in early childhood.

Jasone Cenoz is an expert in multilingual education, linguistic landscape, and second and third language acquisition. She has published numerous articles and several books and has presented her research results at numerous international conferences and seminars in the United States, Canada, Australia, Brazil, China, Chile, India, Brunei, New Zealand, Singapore, and most European countries. Her research has been recognized with prestigious awards, including the Research Prize from the Spanish Association of Applied Linguistics and the Advanced Research Prize from Ikerbasque. She is ranked among the top 2% of the world's most cited scientists.

Previously a Professor of Education at the University of the Basque Country, Jasone Cenoz continues to be actively involved in research and research evaluation. She serves on the Advisory Council of the Organization of Ibero-American States (OEI), the board of the Basque Institute for Educational Evaluation and Research and the ISEAK Foundation. She collaborates with various national and international research agencies. Additionally, she has been the President of the International Association of Multilingualism and the Education Committee of the Spanish Research Agency.

Keynote Conference

Engaging children in dialogue with picturebook aesthetic elements

Emer. Prof. Teresa **Fleta** (Complutense University of Madrid) tere.fleta@gmail.com

Traditionally, books have been essential tools for teaching across subjects and disciplines. With books, teachers can have communication and dialogue with students to make learning meaningful.

While technology and digital resources have become increasingly prevalent in education, yet the simple book design of printed separate sheets of paper bound together at one side with a cover continues to play a vital role in teaching.

Picturebooks are a relatively new form of children's literature. They are art objects that blend pictures and words harmoniously. The aim of this presentation is to explore the rich potential of picturebooks for engaging children in dialogue. In the first part of the presentation, I very briefly overview the history of modern picturebooks. In the second part, I discuss the potential of this genre for dialogic teaching. I will try to provide an answer to a few questions:

- Why reading picturebooks with children?
- What to look at during readalouds?
- Why every design element of a picturebook matters?

After close looking at one element always present in picturebooks, I will describe a mediating approach to encourage children to talk during interactive storytimes.

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.

Keynote Conference

Research-based early childhood teacher education? Roles, trends and challenges in using language education research in preparing teachers for multilingual contexts

Prof. Gunhild **Tomter Alstad** (Inland Norway University of Applied Sciences) gunhild.alstad@inn.no

Worldwide, there are huge variations in how to prepare teachers for the complexity of language education in early childhood education and care contexts (Alstad, 2020). However, the expectations to teachers in general are increasing, both related to their professional role and to their knowledge base (Cochran-Smith, 2013). Research is expected to play a prominent role in building the knowledge base in both preservice and in-service teacher education, and research-based and research-informed teacher education have been a focal concern in educational policies during the past few decades (Mayer & Oancea, 2021).

Research on multilingual early childhood education contexts is growing, including the number of doctoral theses, which represent new and original work in the research field. In this presentation, I discuss research trends in early childhood teacher education, using analysis of recent doctoral dissertations as a starting point. The presentation draws partly on previous review studies of doctoral dissertations (Smith, 2015; Østern, 2016) and partly an ongoing study of dissertations defended at Norwegian teacher education institutions in the years 2020-2022 (Kulbrandstad, Kulbrandstad & Alstad, in progress). The dissertations have in common that they are professionally oriented and practice-based and often written by candidates with experience from language teaching. Based on an analysis of research topics, research design and methodologies in these doctoral studies, I will discuss these studies' contribution to language education research in light of current trends and challenges in the international teacher education research landscape (Alstad, 2020, Cochran-Smith, 2013; Tatto, 2015; Mayer & Oancea, 2021).

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.

Keynote Conference

“Teaching is more than imparting knowledge: it is inspiring change”: Teacher’s agency in linguistic and culturally diverse classroom

Prof. Mila **Schwartz** (*Oranim College of Education*) milasch@post.bgu.ac.il

Mother Teresa shares with us her wisdom: “I alone cannot change the world, but I can cast a stone across the waters to create many ripples.” This quote reminds us of our responsibility as educators and agents to initiate change in early language teaching, motivating us to take action. A key question in contemporary social theory concerns the empirical conditions of agency; namely, how agency becomes possible or what enables individuals to engage with the situation at hand in an agentic way. Recent years of research have called for an effort to synthesise findings about teacher agency (Cong-Lem, 2021). Regarding language teaching and learning, over the last two decades, there has been a growing consensus that teachers are potential and significant agents in creating, interpreting, and appropriating language education policy (Menken & García, 2010). However, the need to examine and conceptualise teacher agency in early language education has been only recently recognised (Schwartz & Yagmur, 2018). This research focus is especially critical in light of the growing interest in early language education and teachers’ work (e.g., Cortina-Pérez et al., 2022; Schwartz, 2022).

In this talk, I will present emerging fields in the study of teacher agency in early language education. This will include the still limited data about influential factors on teacher agency and its enactment in (1) shaping or modifying language education policy, (2) teacher-child-family interaction strategies implemented in early education, and (3) teachers’ initiatives. Several implications for educational stakeholders and future research will be discussed.

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.

SIMPOSIA

ALPHABETICALLY ORDERED



Symposium

Discussing the LEyLA teachers' competence framework for plurilingual education in early years.

Dr. Fernando **Trujillo Sáez** (*University of Granada*) ftsaez@ugr.es

Dr. Beatriz **Cortina-Pérez** (*University of Granada*) bcortina@ugr.es

Dr. Natalia **Martínez-León** (*University of Granada*) nataliaml@ugr.es

Dr. Ana **Andúgar Soto** (*University of Alicante*) ana.andugar@ua.es

Dr. Ana **Otto** (*Complutense University of Madrid*) anaotto@ucm.es

Dr. María Felicidad **Tabuenca Cuevas** (*University of Alicante*) maria.tabuenca@gcloud.ua.es

Javier **Fernández Molina** (*Phd, University of Alicante*) javierfmolina@ua.es

The LEyLA research project, funded by the Spanish Ministry of Science and Innovation and the European Union (Ref. PID2021-123055NB-I00), aims to define a teacher profile adapted to multilingualism in early childhood education. In the Spanish context, the teachers traditionally responsible for teaching foreign languages in Early Childhood Education (primary teachers specialised in LE) do not have specific training (Enever, 2015; Fleta, 2016; Flores and Corcoll, 2008; Rodríguez, 2004), including knowledge of the evolution of children from 3 to 6 years of age, the most appropriate pedagogies and resources for these ages, or the organisation of space and time in the preschool stage; at the same time, early childhood teachers do not have the appropriate linguistic or didactic knowledge (Ping, Vicente and Coyle, 2013) for the effective development of multilingualism. In some cases, depending on the Autonomous Regions (Andúgar, Cortina-Pérez and Tornel, 2019), the teacher responsible for this early introduction is the early childhood educator with a specific language certification (usually not higher than B2). However, this teacher profile is not usually trained in the promotion of the mother tongue, the acquisition of the language of schooling or the introduction of foreign languages.

In this situation, and given the increasing linguistic complexity of pre-schools, where the language of instruction, heritage languages and foreign languages coexist in the curriculum (as well as the growing national and international expansion of very early foreign language learning, before the age of 6-7, mainly in English), a new teacher profile is needed, with competences that include both early childhood competences and those related to the teaching of additional and foreign languages.

In this symposium we will present the preliminary LEyLA Teacher Competence Framework, the research methodology used, and we will encourage active discussion among symposium participants to review the framework presented with the objective of rethinking it together and improving it.

* *This research is part of the R&D project "LEyLA" (Ref. PID2021-123055NB-I00) funded by MCIN/AEI/10.13039/501100011033 and by "ERDF A way of making Europe".*

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.

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".

Natalia Martínez-León, PhD professor and researcher at the University of Granada. Areas of specialization: early-age multilingualism, multilingual education, CLIL, pre-K education, ICLHE, educational technology and transnational literacies, linguistic landscape and its educational use. Belongs to the research project "Design of a teacher profile for pre-primary Education from a plurilingual approach: learning foreign and additional languages in early childhood (LEyLA)".

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 is a founding member and coordinator of the Spanish Network on Early Foreign language Learning (Red ALExI) and ELLMENET secretary.

Ana Otto holds a degree in English Studies, a Masters' Degree in Teaching English as a Foreign Language, and a PhD in Modern Languages and Education for her research on assessment practices in Madrid bilingual sections. She currently teaches English and Didactics at Complutense University. Her main research interests are Bilingual Education, Program Evaluation, Assessment and Early Childhood Education, in which she has published and lectured extensively. She is an active member of the MINECO Project LEyLA, and has recently co-edited the Handbook of CLIL in Pre-primary Education with Prof. Beatriz Cortina-Pérez.

Dr. María Felicidad Tabuena-Cuevas. Honors Bachelor of Arts from the University of Toronto (Canada), a degree in English Studies and an International Doctorate in Educational Research from the University of Alicante. She has taught classes and seminars at: Kemi-Tornio University of Applied Sciences (Finland); Université de Fribourg (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 culture.

Since 1992, **Javier Fernández** has been an English teacher for students of all CEFR levels, developing his activity in various learning environments. In 2016 and 2018, he participated in workshops and seminars at the University of Oxford's Department for Continuing Education, collaborating with experts such as Adrian Underhill. Javier teaches in the Degrees in Early Childhood and Primary Education at the Faculty of Education (University of Alicante). He has participated in conferences and research sessions nationally and internationally, with an increasing number of publications in indexed journals. His research interests include CLIL, EdTech, and English pronunciation and literacy for young learners

Symposium

Funds of knowledge and identity for culturally and linguistically responsive language education

Dr. Julie **Waddington** (*University of Girona*) julie.waddington@udg.edu

Dr. Eleni **Oikonomidou** (*University of Nevada*) eleni@unr.edu

Dr. Fares J. **Karam** (*University of Nevada*) fkaram@unr.edu

Dr. Mila **Schwartz** (*Oranim College of Education*) milasch@post.bgu.ac.il

This symposium showcases recent work harnessing funds of knowledge and identity theories and praxis to promote more culturally and linguistically responsive language teaching in the early years. We begin with a brief presentation introducing key theoretical questions and linking initial funds of knowledge theories with contemporary work on decolonial pedagogies. Three presentations follow which illustrate how such theories have been applied in practice in different educational settings. The first presentation introduces us to the important concept of 'defunding', referring to processes that prevent children from accessing and using funds of identity, and illustrating ways in which such processes can be challenged. Following this, we turn our attention to teachers' personal funds of knowledge and identity, considering how these are connected to their classroom beliefs, knowledge, and practices, and how they can be instrumental in shaping language policy from a multilingual and multicultural perspective. The final presentation shares pedagogical tools designed to draw on children's funds of knowledge and identity, valuing their bilingualism and multimodality, and conceiving these rich funds as resources to stimulate learning in a creative and integrated way. We hope the symposium sheds light on how funds of knowledge and identity theories and praxis can promote culturally and linguistically responsive language education in the early years, within an inclusive and decolonising mindset.

Julie Waddington is Lecturer (Professora Serra Húnter) in Language and Literature Education at the University of Girona. Her research focuses on foreign language teaching in childhood education 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 guest edited a special issue on Funds of Knowledge & Identity in Language Learning and Teaching for Innovation in Language Learning and Teaching.

Eleni Oikonomidou is Associate Dean and Professor of Multicultural Education at the University of Nevada, Reno, U.S.A. Her research focuses on the academic and social integration experiences of recently arrived immigrant and refugee students. She is the author of the book Critical Cosmopolitanism in Diverse Students' lives (2018), which was published by Routledge. She has authored numerous journal articles in academic journals, including Cambridge Journal of Education; Pedagogy, Culture, and Society; Journal of Language, Identity and Education; Multicultural Perspectives.

Fares J. Karam is an Associate Professor of Teaching English to Speakers of Other Languages (TESOL) at the University of Nevada, Reno. His scholarship focuses on the language and literacy development of multilingual learners of English from immigrant and refugee backgrounds. His research has appeared in such journals as TESOL Quarterly, International Journal of Multilingualism, and Research in the Teaching of English, among others.

Mila Schwartz is Professor in Language and Education and a Vice-Rector for Research in Oranim College of Education (Israel). Her research interests include studying language education policy and models of early language education; family language policy; and language teachers' language-conducive strategies and pedagogical development; and linguistic, cognitive, and socio-cultural development of early sequential bilinguals/multilinguals.

Symposium

When family language policy and culture meet classroom language education policy and culture

Dr. Mila **Schwartz** (*Oranim. Academic College of Education*) milasch@post.bgu.ac.il

Dr. Kristín **Jónsdóttir** (*University of Iceland*) hannar@hi.is

Dr. Hanna **Ragnarsdóttir** (*University of Iceland*) kjons@hi.is

Dr. Ekaterina **Prossova** (*University of Helsinki*) ekaterina.prossova@helsinki.fi

Effective interaction between immigrant parents and teachers in early childhood education and care is crucial for immigrant children's socio-emotional development and well-being. However, teacher-parent interaction regarding family/educational language policy and culturally responsive teaching has been explored only in a framework of barriers and challenges. Still, teachers may create specific environmental conditions to facilitate collaboration with immigrant parents within mainstream language teaching, such as using community mediators and teacher assistants, home visits and so on. Within the multilingual education context, there is still limited data about how parents and teachers accord regarding targets of a child's bi/multilingual development and education. The symposium will explore the voices of both parents and educators about family/ educational language policy and practices within four main theoretical underpinnings: family language policy, language education policy in early education and care, funds of knowledge (Moll, 2019), and Epstein's (1995) model of types of parental involvement.

Mila Schwartz is Professor in Language and Education and a Vice-Rector for Research in Oranim College of Education (Israel). Her research interests include studying language education policy and models of early language education; family language policy; and language teachers' language-conducive strategies and pedagogical development; and linguistic, cognitive, and socio-cultural development of early sequential bilinguals/multilinguals.

Dr Kristín Jónsdóttir is an associate professor at Faculty of Education and Pedagogy at School of Education, University of Iceland. She has been a teacher and principal in compulsory schools, and a teacher and head of Faculty at UI. Her main research areas are home-school relations, parental involvement, school development and general didactics and pedagogy.

Dr Hanna Ragnarsdóttir is Professor at the School of Education, University of Iceland. 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. She has published numerous peer reviewed articles and altogether eight books. <https://orcid.org/0000-0002-8878-7498>

Ekaterina Prossova holds a PhD in Philology and Hab. in Pedagogy and is Associate Professor in Russian Language at the University of Helsinki. She has authored and co-authored over 400 monographs, articles and book chapters, headed and participated in various international and national projects investigating language pedagogies, child and adult bilingualism, and the role of language and culture in immigrant integration. Her service to the profession includes editorial work for various journals and publishers and the organisation of seminars and conference panels.

INDIVIDUAL PAPERS

ALPHABETICALLY ORDERED



A systematic review on the evolution of pronunciation teaching in early years: prescriptions and real practices

Dr. Sara Isabel **Rendón Romero** (*Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas. Facultad de Ciencias de la Educación. Universidad de Sevilla*) sararendon@us.es

María del Carmen **Ramos Ordóñez** (*Departamento de Filologías Inglesa y Alemana. Facultad de Filología. Universidad de Córdoba*) carmen.ramos@uco.es

Pronunciation has been a controversial aspect throughout history as to the importance of including it in our lessons. Nevertheless, for several years now, the importance given to pronunciation and the fact that teachers need to be aware of the difficulties that Spanish students have when learning a second language has been highlighted. For this reason, phonology should be a focus in all our lessons in the early years to avoid later problems, such as fossilization of errors (Pavón, 2000). For this reason, 'a consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom' (p. 11) and so, teachers need 'a good grounding in theoretical knowledge, practical classroom skills and access to good ideas for classroom activities' (Kelly, 2000, p. 13). Furthermore, it is important to understand the role of pronunciation of a foreign language in the current Spanish law of education and how schools deal with it in everyday lessons. For all these reasons, this paper aims to provide a systematic review on what has been published about pronunciation in the early years; how it is dealt with nowadays in Spanish infant and primary classrooms; including an analysis of the current law and curriculum about this topic. To conclude, this work will also try to offer recommendations to infant and primary teachers on how to include pronunciation in their lessons and possible materials to use depending on pupils' age.

Sara Rendón es profesora del Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas de la Facultad de Educación de la Universidad de Sevilla. Actualmente participa en varios proyectos de investigación, entre los que destaca la creación de nuevos materiales para la enseñanza de la alfabetización bilingüe.

María del Carmen Ramos. Licenciada en Filología Inglesa por la Universidad de Córdoba y Maestra Especialista en Lengua Extranjera por la Universidad de Castilla La Mancha. Ha impartido docencia de inglés en Enseñanza Secundaria y Formación Ocupacional y ha ejercido como maestra de áreas lingüísticas y no lingüísticas en centros bilingües de Educación Primaria, estando a cargo de la coordinación bilingüe y la formación del profesorado. En la actualidad está trabajando como Profesora Sustituta Interina en la UCO.

Acts of bridging in communication with newly arrived Ukrainian children

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This paper investigates acts of bridging in emergent communicative practices in a specific multilingual educational setting, which was organised temporarily for reception of newly arrived Ukrainian children in an early childhood education and care (ECEC) institution in a new country. This temporary unit was part of a bigger ECEC centre, and ECEC practitioners with different language competences were hired to work with this children group. Previous research on newly arrived children in ECEC settings in the Nordic countries primarily describe how one or a few children are integrated into mainstream ECEC group. Previous research emphasises often the role of bilingual/multilingual staff as bridge-builders. However, bridge-building practices have not been described in much detail in existing research. Our study offers a unique opportunity to examine how bridge-building is performed, when a group of newly arrived Ukrainian children share a language with some, but not all, of the ECEC practitioners working with them. We collected narratives from practice on emergent communicative practices in this ECEC unit, written down by the practitioner researcher. Drawing on the theory of bridging and bonding social capital (Putnam, 2000), we provide a definition for acts of bridging; our analysis of the narratives demonstrates that both children and practitioners with different language competencies can perform acts of bridging. The narratives highlight how children and practitioners use their various semiotic resources to achieve their communicative goals, how ECEC practitioners with different language competences support children in their efforts to communicate, and how they facilitate communication across languages.

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Anna Aluf is early childhood education teacher working in Bergen City Municipality and MA student at Western Norway University of Applied Sciences. Her professional interests lie within practitioner research in early childhood education. She has participated in several collaborative projects in the municipality. Her MA thesis is about the multilingual practitioners' beliefs and attitudes towards use of their first language in their professional practice.

Benefits, challenges, and needs of CLIL in pre-primary education: A study on the perceptions of pre-service and in-service teachers

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The early implementation of Content and Language Integrated Learning (CLIL) programmes across schools in Europe has exponentially spread (Hüttner & Smit, 2014; Pérez-Cañado, 2017) in response to citizens' multilingual needs (Dalton-Puffer et al., 2022). While most research has focused on examining linguistic effects of CLIL, analyzing the perceptions of the stakeholders holds equal relevance, specially since school teachers have often found themselves having to teach in such programmes untrained (Alcazar-Mármol, 2018; Pladevall-Ballester, 2015), above all in pre-primary education, where CLIL programmes are still scarce. This study has a twofold aim: (1) to analyze pre-primary teachers' CLIL knowledge, (2) to identify the expected benefits, challenges, and perceived needs that CLIL implementation in pre-primary entails for teachers and students. Using an online survey, the perceptions of 129 pre-primary teachers (N=76 in-service and N=53 pre-service) were collected and examined following quantitative content analysis (Schreier, 2012). The results illustrate a lack of familiarity with CLIL in 60% of pre-service teachers and 30% of in-service teachers. Despite that, when introduced to the approach, participants in both groups recognized its potential benefits, both for themselves as teachers, and for their students. However, most participants did not feel ready to implement it in pre-primary because of the lack of training programmes (on methodology and FL), and the scarcity of resources (e.g., guidelines, materials, stakeholders' support). Such findings are relevant to guide school administrators and teacher trainers to provide pre-primary CLIL teachers with tailored support through spaces for collaborative work, shared resources, and specific training courses.

Marta Segura is a researcher and lecturer at Universitat Internacional de Catalunya (Barcelona, Spain). She is a member of the GRAM, the Research Group on Multilingual Acquisition. Her main research interests lay within the field of foreign and societal language acquisition by school-aged children, bilingualism effects, and Content and Language Integrated Learning. Regarding the latter, her doctoral dissertation examined the effects of a soft-CLIL programme on lexical development by pre-primary education students, as well as the perceptions of pre-service and in-service teachers regarding the implementation of CLIL in pre-primary to ultimately identify its potential benefits, challenges, and needs.

Bilingual Children's Language Use and Productive Vocabulary

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Bilingual children's language and literacy development are profoundly influenced by language experience, emphasizing the pivotal roles of input and usage (Hoff, 2016; Sun et al., 2018). While existing research highlights input, the distinctive impact of language use remains insufficiently explored. This study investigates the correlation between language use and emergent bilingual children's productive vocabulary, addressing two primary questions. Firstly, the study explores where and how children employ their dual languages, categorizing settings (home, school, playground) and language modes (using one or both languages). Secondly, it examines the relationship between children's dual language use and their bilingual productive vocabulary. A sample of 127 English-Mandarin bilingual children (4-5 years old) participated, with parents providing input and usage information via a questionnaire, including demographic details. Productive vocabulary was assessed using a standardized tool in Singapore, resembling the Expressive One-Word Picture Vocabulary (Brownell, 2010). Nonverbal intelligence was measured using Ravens (Raven & Rust, 2004), and data analysis involved K-means cluster analysis and backward regression. Results reveal prevalent use of English or a combination of Mandarin and English across various settings, with schools and homes notably encouraging interchangeable language use. K-means clustering identifies three user types: English dominant (N = 70), Mandarin dominant (N = 17), and Bilingual (N = 40). Multivariate analyses indicate a positive and significant relationship between children's language use and their productive vocabulary size, considering various factors such as age, parental input, socioeconomic status, and nonverbal intelligence. English dominant and bilingual users excel in English productive vocabulary, while Mandarin dominant and bilingual users outperform peers in Mandarin productive vocabulary. No significant differences were found in vocabulary size between English/Mandarin dominant users and bilingual users.

SUN He is a Senior Education 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, and has been featured by media, such as Straits Times and CNA. She is an Associate Editor of the Journal of Child Language.

Case Study of a Japanese Elementary School Practicing Multicultural Integration, with a Focus on Teachers' Efforts

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This case study focuses on the multicultural approach adopted by Minami-Yoshida Elementary School in Yokohama, Japan, over a five-year period. In 2017, the school had a diverse student body, with 56% of students having foreign connections. To support these students' adaptation to school life, a three-phase plan was implemented: the understanding phase, the support phase, and the learning together phase.

Teachers were divided into five project teams, each tasked with overcoming a specific challenge. These included supporting adaptation to school life, building a support system within the school and community, providing Japanese language education, promoting intercultural education while preserving students' own cultures, and offering support to families through Japanese language and information provision. Despite the Japanese government's promotion of the international city plan, there is no specific legislation in place. Consequently, general teachers are self-reliant in supporting children's language and learning aspects, as well as providing support to families. Data were collected through six fieldwork sessions and interviews with teachers and social workers, and were then thematically analyzed. The study captured the inner conflict experienced by children who came to Japan against their will, as well as the introspection of the teachers who support them. It also underscored the importance of a multicultural approach in education, especially in a diverse student environment. This was further enhanced by students participating in events, which facilitated their understanding of Japanese school life and fostered stronger peer relationships.

Yuki Otsuki gained her PhD in English Education from the Global Japanese Study Department at Meiji University in Japan in 2024. Her study interests include elementary school English education, teacher development, oral communication, and student communicative interactions. She served as a part-time lecturer for undergraduate students in elementary school education courses, thereby gaining further actual teaching experience in an elementary school, from 2009 through 2024. Furthermore, she is an instructor for international exchange activities at a junior high school extracurricular program.

Children wandering off, about and away from the research: The ethical affordances of using digital media in language education research with young multilingual learners

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There is an increasing interest in doing research with children that acknowledges them as social agents and experts in the things they know and can do. While this is essential for a better appreciation of power differentials in research, studies seem to focus on how to have children participate actively in an epistemic tradition and working structure, that of research, already designed by adults. However, thinking about ethical research with children should also entail exploring what happens to research as an adult construct when children's right to wander off, about and away from the research is truly acknowledged and honoured, even if doing so risks compromising the study, losing data and not complying with the requirements of ethics committees, research funders and publication outlets. The background for this paper is an ethnographic study carried out with three Romanian Roma children in their primary school in England. The paper shows three moments in which children used a tablet to challenge the research, making it drift, overflow and come to a halt. These examples allow us to think of children's right to wander off the research, shift its focus and get off course; to wander about the research, inhabiting and owning it; and to wander away from it, abandoning it, chucking it in the recycle bin. This analysis gives us an insight into the ethical affordances of using digital media in language education research with young multilingual learners and what ethical research might look like when children take over the epistemic and working framework of adult research.

Yiyi López. I am a Lecturer at the Department of Language Education of Universidad de Sevilla, Spain, where I train both primary and secondary school language teachers, and lecture on TEFL, CLIL and research in language education. I am currently engaged in research that explores the intersections of language, power and identity in a variety of settings: the formal and informal literacy practices of Roma primary learners in low-income areas; the intercultural encounters of pre-service language teachers; and the tensions between local and global identities in cross-class, cross-ethnic and cross-cultural classroom spaces.

Closing the Training Divide: Advancing Pedagogical Competence for Young Learners in Plurilingual Education

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The exponential growth of plurilingual education in Spain has outreached teacher provision, with specific methodological training often lacking in primary teaching degrees. Nevertheless, teachers require effective pedagogical strategies to scaffold content and facilitate learning in plurilingual primary classrooms. This study investigates the connection between teacher self-efficacy and the development of improved pedagogical strategies in plurilingual contexts. It explores student teachers' perceptions and sense of self-efficacy in utilizing effective strategies for teaching and learning content in the plurilingual primary classroom. 160 student teachers from a Spanish online university participated, completing a validated online survey. Results indicate high agreement among participants regarding the necessity of specific training for plurilingual education, with over 90% expressing a desire to teach in such environments. However, less than half reported having received training in CLIL methodologies: while student teachers exhibit a high sense of self-efficacy, this confidence is not always supported by adequate training. The study highlights the need for improved teacher preparation in plurilingual education and suggests implications for educational policy, advocating for a review of legislation to ensure that teachers receive appropriate training for teaching in plurilingual schools.

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***Patricia Bárcena Toyos** is an Associate Professor at UNIR. She holds a PhD in English Applied Linguistics from the University of Memphis (USA) and has extensive experience teaching foreign languages at secondary education and university, both in the USA and Spain. Her research focuses on the use of active methodologies in the bi-/plurilingual and EFL classrooms, on CLIL and EFL teacher training, and the use of SIOP in CLIL settings. She is a member of the research group Entelearn. ORCID: <https://orcid.org/0000-0003-2942-1768>*

Competencia plurilingüe y desempeño docente: análisis bibliométrico y temático

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Multilingual education is increasingly present in our education system, at all stages, whether compulsory or not. The diversity of today's society motivates countries to promote educational initiatives to train multilingual citizens. This study, in the framework of the LEyLA project*, aims to analyse the scientific literature on plurilingual competence and its relationship with teaching performance, published in the Web of Science and Scopus databases, in the period 2010-2023. After filtering the results, 39 publications were analysed, showing a growing scientific interest in the subject, but undoubtedly insufficient, given the number of findings. Spain and China stand out among the countries of origin of these studies, in which the English language predominates. The main areas of research are Education and Linguistics. The works of Piccardo (2013), Portoles and Marti (2020) and Phillipson (2016) are the most cited. With regard to the groups studied, the focus is on the plurilingual competence of students, rather than that of teachers, but very little attention is paid to teaching at an early age, which is the objective of LEyLA. Among the topics addressed are the development of this competence in foreign language teaching, its assessment and results, the beliefs of teachers in this respect and the need for training future teachers to undertake plurilingual education.

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PhD. Ana María Rico Martín, PhD. in Spanish Philology, is senior lecturer in the Languages and Literature Education Department 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 (particularly of Spanish as a second/foreign language), 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.

Developing a Minority Language Immersion Education Module for Early Years Educators: Perspectives from the Irish Language Context

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Irish is a minority language and is one of three official languages in Ireland, with English being the majority language of society. Current reports show that a minority of preschools countrywide operate bilingually with English or through the medium of Irish. These early learning and care settings (ELC) are also known as naíonraí. A majority of naíonraí within Irish speaking Gaeltacht areas operate through Irish. Government policies seek to develop and provide, Irish-medium Continuous Professional Development (CPD) modules for early years educators (EYEs) in Ireland. To date, Irish-medium initial and in-service training addressing the diverse needs of these minority language acquisition contexts in naíonraí, is not broadly available. To equip naíonra EYEs with the skills to facilitate bilingual language acquisition in a minority context, this project aimed to develop and pilot a training module taking account of the needs of all stakeholders. An initial scoping exercise gathered children's, parents', and EYEs' views on language learning in naíonraí. Mixed methods were employed to gather data with participants and stakeholders. Minority language acquisition theory and practice, delivered through Irish, was identified as key content for inclusion in CPD module design by EYEs. Parents indicated that interaction opportunities while reading Irish language books at home offered valuable experiences for language learning. Children expressed a preference for learning outdoors and indicated that meaningful peer interactive language for exploring, thinking and wellbeing is important to them. This paper will focus on these perspectives and how they will be integrated when designing the training module.

Jennifer Uí Dhuibhir has practiced as an educator in an Irish-medium primary school setting in Ireland for more than twenty-five years. Specialising in playful methodological approaches to Irish language learning in total immersion early years settings (4–7-year-olds), Jennifer's current research as part of a PhD programme, involves developing and pilot testing a minority language education training module for early years educators in Irish-medium immersion preschools in Ireland. Having grown up in an Irish speaking region, known as a Gaeltacht, she celebrates her intangible cultural heritage in her approach to bilingual and minority language research.

Early Childhood Teachers' Self-Efficacy Beliefs for Student Engagement in Teaching English

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Teachers' self-efficacy in teaching English in early years is of great significance, particularly their "efficacy in student engagement" as it refers to the efficacy in involving children in activities and having them to commit to the mission and rules when teaching English. It is an essential determinant of the achievement and quality of early childhood language education. Although it has been studied in several western countries, there has been lack of adequate research conducted in Middle-East context in general, and Omani context in particular about the subject matter. Studying the self efficacy levels of the practicing teachers in student engagement for language would provide an in-depth understanding of the phenomenon and propose suggestions for improvement of arts education in early years, in turn affects the child's whole development. Therefore, this quantitative study attempts to investigate the Omani early childhood teachers' self-efficacy for student engagement in teaching English. The adapted version of the Teachers' Self-Efficacy Scale (TSES) along with the background survey were deployed to collect the data from 175 schools in Muscat area. Both descriptive and inferential statistics were used to analyze the results by using SPSS. The results are shared for; (1) the level of Omani early childhood teachers' self efficacy for student engagement in teaching English, (2) the relationship between the participants' backgrounds such as their educational level, age, years of teaching experience, types of previous and current teaching experience according to grade levels, number of art subjects they studied, and previous experience related to different types of art and their perceived efficacy for student engagement in teaching English.

Ali Kemal Tekin. Professor in Early Childhood Education. He holds Masters and Ph.D. degrees from The Pennsylvania State University. His research interests include family involvement, early bilingual education, assessment & evaluation in ECE, motivation, and efficacy of ECE teachers, ECE development and policy, and play. He is the current Editor-in-Chief of International Journal of Early Childhood (IJEC).

Early multilingualism in hñähñu communities in Mexico Linguistic policies and good practices.

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Thanks to different linguistic policies promoted by the Indigenous Education General Department and the National Institute of Indigenous Languages (Dirección General de Educación Indígena, DGEI), México, from the 2000 on, indigenous languages, in this case Hñähñu, have been very present in the school context and in the community. The otomí community is found in eight states in the center of the Mexican Republic, here we will focus on the otomí community of Querétaro. Linguistic policies started with the creation of orthographic norms and study programs in indigenous languages for teachers to qualify in four ethnolinguistic groups: Nahuatl, Maya, Tutunakú and Otomí (DGEI 2001). Followed by the establishment of the Otomí orthographic rule - Ra Njaua nt'ot'i ra hñähñu (National Institute of Indigenous Languages, INALI 2014), with the objective to reach a consensus on a graphic alphabet. This orthographic rule took 14 years to be ready and it will serve for all variants of Hñähñu and be a starting point to create materials for the teaching of this language. Nationally, indigenous language as a subject began to be part of the official curricula in 2002 implying teacher training and the implication of the community as language agents. Locally this is being carried out since 2002-03 by the Department of Indigenous Education (DEI) of the Unit of Services for Basic Education in the State of Querétaro (USEBEQ), and the Unit for Research and Development of the Indigenous Language (UIDLI). All this to coordinate teachers (Technical Linguistic Advisors, ATL), to create reading and writing materials and to carry out teacher training. Training started in 2004-05 using four main strategies: highlighting during teacher training the importance of the project; using bilingual didactic materials; inviting members of the community to help out with the language and inviting non-native L1 Otomí speakers professionals to be part of this training.

Natalia Martínez-León, PhD professor and researcher at the University of Granada. Areas of specialization: early-age multilingualism, multilingual education, CLIL, pre-K education, ICLHE, educational technology and transnational literacies, linguistic landscape and its educational use. Belongs to the research project "Design of a teacher profile for pre-primary Education from a plurilingual approach: learning foreign and additional languages in early childhood (LEyLA).

José Alejandro Ángeles-González. Degree in Modern languages from the Universidad Autónoma de Querétaro (UAQ) and Masters Degree in education from the Benemérita y Centenaria Normal del Estado de Querétaro, Andrés Balmuera. Currently PhD student of Antropology at the University UNED (Madrid, Spain). Main field of research and work: promotion of the hñähñu language (otomí from Querétaro) oral, written and reading skills and its social aspect; the development of skills among children, teachers and the community.

Effects of language exposure and instruction approach on EFL vocabulary acquisition by Catalan-Spanish bilingual pre-primary students

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Foreign Language (FL) teaching starts as early as pre-primary levels in the EU (European Commission, 2023). Research has shown that for young learners to benefit from an earlier onset of acquisition, there needs to be meaningful and massive input (Muñoz, 2008). It becomes essential to examine the effects of quantity and quality of instruction in early years (traditional vs. integrated, CLIL). This study examines English (EFL) vocabulary acquisition by Catalan-Spanish bilingual pre-primary students. We ask three questions: (1) How do lexical receptive abilities develop over a two-year period? (2) What are the effects of EFL out-of-school exposure? (3) What are the effects of the FL instruction approach? Participants (N=71) were Catalan-Spanish bilingual pre-primary students. Data were collected three times: April 2020 (Mage = 4;6), September 2020 (Mage = 5;1), and June 2021 (Mage = 5;9). Receptive vocabulary was measured with the PPVT-4 (Dunn & Dunn, 2007). Participants' parents filled in a background questionnaire. We ran a Generalized Linear Mixed-Effects Model with negative binomial distribution. Results showed gains in English vocabulary over time (T1-T3), with scores at T1 and out-of-school exposure as the strongest predictors. Regarding instruction approach, there was a positive trend between T1-T2 with higher scores in CLIL students, but such trend dissipated between T2-T3, during which the CLIL programme was not applied. These results might suggest that at such early ages, increased EFL exposure provides an advantage in lexical development, but further research is needed to examine whether longer CLIL programmes would yield positive long-term effects.

Yağmur Elif Met is a researcher and lecturer at Universitat Internacional de Catalunya (Barcelona, Spain) where she teaches Scientific & Academic English. Also, as a part of GRAM research group, she mainly conducts research on foreign & second language acquisition, and the role of individual differences (IDs), particularly language aptitude and working memory, on learners' language acquisition. Her recent research focuses on very young EFL learners and ID factors affecting their L2 learning processes.

Marta Segura is a researcher and lecturer at Universitat Internacional de Catalunya (Barcelona, Spain). She is a member of the GRAM, the Research Group on Multilingual Acquisition. Her main research interests lay within the field of foreign and societal language acquisition by school-aged children, bilingualism effects, and Content and Language Integrated Learning. Regarding the latter, her doctoral dissertation examined the effects of a soft-CLIL programme on lexical development by pre-primary education students, as well as the perceptions of pre-service and in-service teachers regarding the implementation of CLIL in pre-primary to ultimately identify its potential benefits, challenges, and needs.

El bienestar del profesorado bilingüe: estudio comparativo

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Este trabajo se ha realizado en el marco del proyecto I+D+i: PID2021-128341OB-I00 financiado por MICINN/AEI/10.13039/501100011033/FEDER - Una manera de hacer Europa.

La presente investigación, de corte cualitativo, consiste en un estudio comparativo cuyo objetivo es analizar y comparar la relación que se establece entre el perfil formativo, calidad y eficacia en la enseñanza, recursos humanos y materiales disponibles, así como otras características contextuales, con el bienestar del profesorado participante procedente de dos colegios de educación bilingüe de inglés, el primero situado en Montpellier (Francia) y, el segundo, en Granada (España). La comparación entre ambos obedece al interés de los investigadores por determinar sus características comunes, dado que ambos han sido referidos como centros buenas prácticas. De esta manera, pretendemos arrojar luz sobre prácticas y experiencias docentes que puedan ser útiles en centros escolares de características similares. Las herramientas y estrategias de recogida de datos han sido observación participante y entrevistas en profundidad. Los resultados principales revelan que el profesorado de ambos contextos mantiene unos niveles adecuados de bienestar que se deben a su vocación, años de experiencia y capacidad de resiliencia. Sin embargo, este bienestar puede verse afectado negativamente por una serie de factores relacionados con el perfil formativo como la escasez de formación inicial y permanente, así como una menor disponibilidad de recursos humanos y materiales que les permita responder a la diversidad de perfiles de aprendizaje del alumnado bajo criterios de calidad y equidad. Por último, de este estudio se desprenden también ejemplos de buenas prácticas y experiencias docentes en este ámbito.

Leopoldo Medina Sánchez es ayudante doctor en el departamento de Didáctica de la Lengua y la Literatura de la Universidad de Granada. Sus intereses de investigación giran en torno a la atención a la diversidad en las aulas de lenguas extranjeras, innovación en didáctica de las lenguas y culturas y bienestar del profesorado. Ha realizado estancias de investigación en la Universidad de Chester (Inglaterra) y Universidad de Montpellier (Francia). Ha participado en proyectos del Plan Nacional de I+D+i, en proyectos Comenius 2.1 y Lifelong Learning de la Comisión Europea sobre formación del profesorado de lenguas.

Juan Ramón Guijarro Ojeda es doctor en Didáctica de la Lengua y la Literatura extranjeras por la Universidad de Granada donde ejerce como profesor Titular. Su formación académica comprende las licenciaturas en Filología Inglesa, Antropología Social y Cultural y el Máster en Estudios Superiores de Lengua Española. Ha sido docente, investigador y conferenciante invitado en prestigiosos centros internacionales entre los que destacan las universidades de Harvard y Berkeley (Estados Unidos), Université de Montréal (Canadá), Humboldt Universität (Alemania) o Université Paris-Sorbonne (Francia). Igualmente, ha participado como investigador principal y asociado en proyectos del Plan Nacional de I+D+i y en proyectos Comenius 2.1 y Lifelong Learning de la Comisión Europea sobre formación del profesorado de lenguas.

Raúl Ruiz Cecilia es profesor titular en el departamento de Didáctica de la Lengua y la Literatura de la Universidad de Granada. Sus líneas de investigación se centran en la literatura multicultural, lectura en lengua extranjera, estudios de género y análisis.

El humor y su aplicación didáctica en la formación y en la práctica del docente de español como lengua materna y como lengua extranjera

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El papel del humor ha sido reconocido como un recurso pedagógico valioso que puede tener impactos significativos en el proceso de enseñanza-aprendizaje. En este estudio se pretende investigar sobre su uso en el aula de Lengua castellana y Literatura, centrándose tanto en los futuros maestros en Educación Primaria como en los profesionales que ya ejercen como docentes. Se contempla la enseñanza del español no solo como lengua materna, sino también como segunda lengua por la habitual presencia de alumnos inmigrantes en las aulas. En nuestra opinión, la perspectiva que mejor se ajusta al análisis del humor es la pragmática, puesto que la recepción del enunciado humorístico depende del contexto comunicativo, las inferencias, las implicaturas, la actitud y la competencia de los interlocutores, los tres niveles de cualquier acto de habla: locutivo (lo que se dice), ilocutivo (intención y finalidad del hablante) y perlocutivo (la reacción que produce en el receptor en unas determinadas circunstancias). Se investiga también sobre los recursos y mecanismos de relación semántica que crean el sentido humorístico (homonimia, polisemia, calambur, paronimia, colocaciones, expresiones idiomáticas, etc.). La investigación se lleva a cabo mediante un enfoque mixto, combinando métodos cuantitativos y cualitativos para obtener una comprensión holística del fenómeno. El rigor científico del estudio se refuerza con la triangulación en la recogida de datos mediante la revisión bibliográfica, cuestionarios con estudiantes universitarios del Grado de Educación Primaria y entrevistas con maestros en colegios de Educación Primaria.

Juan Carlos Ortiz-López. Grado en Maestro en Educación Primaria en la Universidad de Granada (2023). Estudiante en el Máster en "Investigación e Innovación en currículum y formación". En su TFM (trabajo de fin de máster) ha investigado sobre el tema del humor en las clases de Lengua castellana y su presencia en la formación y en la práctica de los futuros docentes.

Dra. Dimitrinka Nikleva es Profesora Titular en la Universidad de Granada, en el departamento de Didáctica de la Lengua y la Literatura. Ha sido la coordinadora del máster oficial en "Enseñanza de ELE: Lengua, cultura y metodología" en la Universidad de Granada desde 2014 hasta 2018. Ha sido la coordinadora de varios proyectos, entre ellos, un proyecto I+D, titulado "La formación de los docentes de español para inmigrantes en diferentes contextos educativos". Es la autora de numerosos trabajos de investigación sobre interculturalidad, comunicación no verbal, pragmática, formación del profesorado, español como lengua extranjera, etc.

El uso de juegos en el aprendizaje de francés en Educación Infantil

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La importancia de los juegos en el aprendizaje de idiomas extranjeros, más particularmente el francés en la educación infantil, es ampliamente estudiada a través de la investigación educativa. Así, los juegos pretenden ofrecer a los estudiantes una experiencia lúdica y divertida que les motive a participar activamente en su proceso de aprendizaje. Según varios estudios, los juegos tienen un impacto muy positivo en el desarrollo de diversas habilidades lingüísticas, como el habla, la comprensión auditiva, la escritura o la lectura. Los estudiantes tienen la oportunidad de practicar y consolidar el vocabulario y las estructuras gramaticales participando en juegos interactivos. Los juegos promueven igualmente la comunicación y la interacción entre los alumnos, lo que les permite practicar el idioma de una manera significativa. Así, los estudiantes aprenden a comunicarse eficazmente en francés, colaborando y trabajando en equipo, lo que les ayuda a desarrollar habilidades sociales y emocionales fundamentales. Asimismo, los juegos fomentan la imaginación y la creatividad de los estudiantes, brindándoles la oportunidad de inventar historias, de resolver problemas o de interpretar personajes en francés. Esto permite a los estudiantes desarrollar su confianza y facilitarles el uso de la lengua, fundamental para progresar en el aprendizaje de una lengua extranjera. Por tanto, el mayor error que se puede cometer en el proceso de enseñanza y aprendizaje de una lengua extranjera es no hablar. Así, el juego lingüístico ofrece la oportunidad a todos los estudiantes de participar, incluidos los más pasivos o los más tímidos.

Concepción Porras Pérez, 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.

ELS 3 PORQUETS: a plurilingual narrative in Catalonia at pre-school. Experiences, attitudes and perceptions of teachers, pupils and families involved in a project to maintain the languages of origin at home and at school

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Dr. Claudia **Vallejo Rubinstein** (UAB of Barcelona (Education)) Claudia.Vallejo@uab.cat

The aim of our communication is to present a research study conducted within a Catalan Institute School, in the metropolitan area of Barcelona, on the experiences, attitudes and perceptions of pupils, teachers and families involved in a project to promote pupils' languages of origin at home and at school. The investigation is part of a large Horizon 2020 project, New ABC aimed at increasing the inclusion of migrant and refugee children through education.

More specifically, we will outline the actions implemented in the co-creation of a plurilingual tale, The Three Little Pigs, and we will focus on the activities carried out at preschool services. The methodology was based on a participatory approach and emphasised co-construction of activities among all participants, children, parents and teachers. Furthermore, parents co-designed together with teachers and researchers some activities to be conducted in the classrooms together with the children concerned the valorisation of all the children's linguistic repertoires, games of linguistic intercomprehension and *éveil aux langues*.

The main data revealed an initial lack of knowledge on the part of the teachers of the pupils' repertoires as well as a kind of fear of involving all home languages at school. Secondly, it was noted that, as parents were involved in the process and in the co-construction of tools and materials, they felt themselves to be true protagonists in their children's education. Finally, the children reported feeling initially ashamed to be able to speak their home languages at school and to show off their resources and skills.

Valeria Tonioli is currently a postdoctoral researcher at the Autonomous University of Barcelona where she is working in the New ABC Horizon project on the education of children with a migrant background. She holds a joint PhD obtained at The Ca' Foscari University of Venice in Language Sciences and at the Autonomous University of Barcelona in Translation, Interpretation, and Intercultural Studies. Her research interests include early language education, intercultural communication and linguistic and cultural mediation.

Claudia Vallejo Rubinstein is an adjunct lecturer, researcher technician from the Horizon 2020 project NEW ABC and member of GREIP research group (Education, Interaction and Plurilingualism) at the Universitat Autònoma de Barcelona, where she teaches subjects on plurilingualism for pre-service teachers. Her research focuses on plurilingual practices and pluriliteracies in formal and non-formal education, and their potential for broadening the educational opportunities of linguistically and culturally diverse children.

Emotions in the Primary English Classroom

Matilde **Lazarim** (School of Education and Communication - University of Algarve) a78793@ualg.pt

Dr. Rosana **Durão** (School of Education and Communication - University of Algarve) rosfer@ualg.pt

The acquisition of a foreign language is significantly influenced by sociolinguistic factors, shaping the arduous journey of students towards multilingualism. This study emphasizes the imperative need to establish a connection between students' emotional well-being and their trajectory towards linguistic fluency during early language acquisition. Collaborative efforts with students are vital in fostering responsibility and tolerance, essential attributes for their development into mature adults. Drawing on our internship experience at a Primary school in Portugal, we implemented and evaluated activities aimed at addressing complex themes like consent and interculturality. These activities not only facilitated the acquisition of mandatory vocabulary but also enhanced social and linguistic competences through engagement in real-life scenarios. Aligned with the Essential Learnings, a mandatory curriculum mandated by the Portuguese government, this work ensures a foundation for foreign language acquisition that sparks students' interest and equips them with the tools for independent language learning. Furthermore, fostering cooperation among students encourages the practice of fluency and tolerance, providing valuable insights into diverse social realities. This study advocates for the integration of sociolinguistic principles and emotional engagement in early childhood language education. Given the opportunity, we would present the applied activities and engage in a discussion on the significance of sociolinguistics and emotions in shaping effective language acquisition strategies.

Matilde Lazarim, born in Lisbon, is a graduate in Languages, Literatures, and Cultures from the University of Lisbon, holding a Major in English Studies and a Minor in Translation. She has also earned language certificates in English, French, and German. Furthering her academic pursuits, Matilde obtained a master's degree in English Education in Primary School from the University of Algarve, where her research focused on multilingualism, sociolinguistics, psychopedagogy, and the significance of teaching consent and emotions. Actively engaged in academic governance, Matilde is a member of the Pedagogical Board, representing master's students. Her teaching experience includes instructing the Cambridge program at the University of Algarve and providing tutoring to middle school students in English, Portuguese, History, and Geography.

Rosana Durão, Ph.D. in Linguistics from the University of Évora, is a Lecturer in the Department of Educator and Teacher Training at the University of Algarve. She holds a master's degree in Language Sciences from Universidade Nova de Lisboa, specializing in Lexicology and Lexicography, along with a BA in Linguistics. Specializing in Applied Linguistics, her expertise encompasses Languages, Foreign Language Teaching, and specific-purpose language education. As the Mobility Coordinator and a member of the Coordination team at Ualg Language Centre – CL-Ualg (ESEC), she also directs the Primary Education Bachelor's Degree and coordinates the master's program in Teaching English in Primary Education, showcasing a dedicated commitment to linguistics education and academic leadership.

Empowering Young Minds: Maximizing Social and Emotional Learning Potential in CLIL Classrooms

Dr. Louisa **Mortimore** (Faculty of Education, Universidad Internacional de la Rioja) louisa.mortimore@unir.net

This talk focuses on the critical aspect of providing a holistic education for very young learners in bilingual classrooms: the development of social and emotional skills while learning in a second language. Extensive research underscores the positive impact of well-designed Social and Emotional Learning (SEL) programs for long-term well-being of children. With the burgeoning interest in bilingual education during early childhood, Content and Language Integrated Learning (CLIL) has emerged as a prominent focus in teacher training and educational research. However, there remains a noticeable gap in exploring the development of SEL within early CLIL contexts. This article consolidates existing literature on SEL and CLIL, arguing for their inherent compatibility. Analysis reveals the pivotal role of teacher awareness and classroom climate for the effective integration of SEL principles through CLIL, together with challenges stemming from inadequate legislation and teacher preparation. Finally, this paper proposes pedagogical strategies tailored for the lower and pre-primary CLIL classroom, with the aim of fostering both bilingual education and the social-emotional well-being of very young learners.

Louisa has a PhD in Applied Linguistics and is the coordinator of the in school-CLIL programme and lecturer in the Master of Education in Bilingual Education and The Master of Education in Teaching English as a Foreign Language at Universidad Internacional de La Rioja. Louisa also collaborates with the Master's in Bilingual Education at Universidad a Distancia de Madrid and Universidad de Jaen. Previous positions include Adjunct Professor at the Universidad Europea de Madrid for 8 years, and Universidad de Miguel de Cervantes for 4 years. Recent publications include chapters in Springer International Handbooks of Education book series, IGI Global and articles in JCR and Scopus on teacher training, and attention to diversity in bilingual education.

English as EFL in kindergartens with no English: The case of Israel

Dr. Tziona Levi (Director, Department of Languages, Ministry of Education, Israel) Tzionale@education.gov.il

This paper explores the implementation and impact of teaching English as a Foreign Language (EFL) in Hebrew or Arabic speaking kindergartens within a non-English-speaking context in Israel. Despite the early introduction of English education being widely recognized for its cognitive and linguistic benefits, Israeli kindergartens face the absence of English in their everyday environment. This study examines the pedagogical strategies employed by educators, the reception and adaptability of young learners, and the involvement of their kindergarten teachers in the language acquisition process. The presentation provides insights into the effectiveness of the current EFL program and identifies best practices that could enhance language learning outcomes. The program suggests that while initial exposure to English at a young age is beneficial, the success of such programs depends heavily on contextually appropriate methodologies, teacher training, and a rich support system. This study contributes to the broader understanding of EFL education in early childhood and offers practical recommendations for optimizing language instruction in similar educational settings worldwide.

Dr. Tziona Levi is the Director of the Department of Languages at Israel's Ministry-of-Education and has just ended the service as the chief inspector for EFL in the Israeli education system for the past 8 years. Her interests include applying dynamic assessment (DA) and assessment-for-learning (FA) to (EFL) learning contexts. She established 68 teacher Learning-Communities across Israel to improve professional development and English oral proficiency in schools. She led the rewriting of the Israeli EFL curriculum to align with the CEFR and oversaw its implementation. Tziona also teaches at two teacher training colleges.

English pronunciation challenges in a Catalan-Spanish bilingual region

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Dr. María Felicidad **Tabuenca Cuevas** (*University of Alicante*) maria.tabuenca@gcloud.ua.es

The Valencian Community, as a bilingual region in Spain, requires teachers to master both Catalan and Spanish. Pre-service teachers specializing in English must also achieve a high level of English proficiency to succeed in public employment exams. This conference presents preliminary findings from a study conducted with pre-service English teachers enrolled in the two literacy skills courses offered by the University of Alicante, tailored for future pre-primary and primary educators. As part of their coursework, students participated in group projects, recording individual presentations for the Fry Bread Project and the Edu-Phonics UA Project. Researchers analyzed these recordings to identify pronunciation errors made by the pre-service teachers. The study aims to determine if certain groups of participants find specific English pronunciation features easier to master. Understanding these common pronunciation mistakes in this bilingual environment is deemed crucial, as these errors may become fossilized and subsequently transmitted to their future pre-primary and primary students. The results provide insights into the challenges and advantages faced by Catalan-Spanish bilingual teachers in acquiring English pronunciation skills. This research contributes to the understanding of pedagogical bilingual contexts and informs strategies to enhance English pronunciation teaching among pre-service teachers, ensuring better outcomes for their future students.

***Javier Fernández.** Since 1992, Javier has been an English teacher for students of all CEFR levels, developing his activity in various learning environments. In 2016 and 2018, he participated in workshops and seminars at the University of Oxford's Department for Continuing Education, collaborating with experts such as Adrian Underhill. Javier teaches in the Degrees in Early Childhood and Primary Education at the Faculty of Education (University of Alicante). He has participated in conferences and research sessions nationally and internationally, with an increasing number of publications in indexed journals. His research interests include CLIL, EdTech, and English pronunciation and literacy for young learners.*

***Dr. María Felicidad Tabuenca-Cuevas.** Honors Bachelor of Arts from the University of Toronto (Canada), a degree in English Studies and an International Doctorate in Educational Research from the University of Alicante. She has taught classes and seminars at: Kemi-Tornio University of Applied Sciences (Finland); Université de Fribourg (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 culture.*

English Vowel and Stop Voicing Perception in Spanish-English Bilingual Preschoolers

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Despite an abundance of speech perception research in simultaneous bilingual infants, few studies have examined how young bilinguals perceive speech sounds at preschool age, when important preliteracy skills that depend on speech perception abilities are being developed. This study examines English vowel (/i-ɪ/) and stop voicing (/b-p/) perception in Spanish/English bilingual preschoolers, comparing bilinguals' perception patterns to those of monolingual peers, and examining how age, input quantity and input diversity predict English perceptual performance. Perception was assessed through a forced-choice minimal-pair identification task in which children heard synthesized audio stimuli that varied along an /i-ɪ/ and a /b-p/ Voice Onset Time (VOT) continuum and were asked to match them with one of two pictures for each contrast. Children were familiarized with the stimuli before the experiment. We analyzed the data with Bayesian mixed-effects logistic regression analyses of categorization data, modeling responses as a function of continuum step, language background (monolingual or bilingual), age, English exposure (i.e., input quantity), and number of English input providers (i.e., input diversity). The results show no bilingual-monolingual differences for vowel perception, whereas bilingual children's identification of the English consonant contrast was affected by their experience with Spanish stops. The results also show that while age solely predicted consonant perception, input quantity and diversity interacted together to predict vowel perception, with input diversity limiting perceptual performance in the context of less English exposure. We interpret these findings as suggesting that vowel perception may develop earlier and be more affected by input characteristics than consonant perception.

Simona Montanari is a Professor in the Department of Child and Family Studies at California State University, Los Angeles. She received a Ph.D. in Linguistics from the University of Southern California specializing on early trilingual development. Her research, funded by the NIH, has focused on speech sound perception, production, vocabulary development, verbal morphology, narrative skills, and code-switching in Spanish-English bilingual children. Dr. Montanari has also been involved in the creation of an Italian/English dual language program in Los Angeles County and has been studying its educational outcomes since its launch. Dr. Montanari received CSULA prestigious Outstanding Professor Award in 2021.

Dr Jeremy Steffman is a Lecturer in Phonetics (Assistant Professor) at The University of Edinburgh. His research is concerned with speech perception, speech prosody, and phonetics more broadly. One central thread of his research examines how prosodic contextual information influences speech perception and online processing, using behavioural tasks and eyetracking. He has also carried out phonetic descriptive work using acoustic methods, ultrasound and electroglottography. He has worked on projects funded by the NSF and NIH.

Dr Robert Mayr is a Reader (Associate Professor) in Linguistics at Cardiff Metropolitan University where he leads the Centre for Speech, Hearing and Communication Research. His research aims to gain a better understanding of the cognitive, social and inte.

Evaluating early years preservice English teachers' visual literacy: a first look at a need for more training

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The importance of the visual in foreign language teaching has been widely acknowledged, for example by studies showing cultural bias in textbook images (Giaschi, 2000), to stimulate (inter)cultural learning (Kiss & Weninger, 2017), and the use of real-world multimodal texts like photographs in the classroom (Shin, 2022). Visual literacy's relevance for teaching and learning becomes yet more crucial at early ages, when pedagogical exploitation of multimodal literary forms such as picturebooks and graphic novels for English learning is a must (Bland & Lütge, 2013). However, early-childhood teacher-education programs usually have a stronger emphasis, and more course hours, on verbal literacy than on visual (Narey, 2017). This produces doubt about pre-service teachers' preparedness to foster critical visual literacy in their future students – now a key task for ELT (Goldstein, 2016). To assess this, we designed a questionnaire based on Callow's framework for assessing young learners' visual literacy (2008) that was distributed to a group of 20 4th year pre-primary student teachers with a specialization in ELT. After a read-aloud of Anthony Browne's picturebook *Voices in the Park*, participants answered eight open questions, five of which involved analyzing the illustrations' compositional and critical dimensions. Results show 70% of participants' responses correspond to a visual literacy level below that expected of Primary students, according to Callow's benchmark. These findings evidence the need to acknowledge and incorporate visual literacy into teacher training programs to better prepare early years English teachers to use multimodal texts in their teaching. The paper will conclude by making some practical suggestions for such training.

Laura Torres-Zúñiga is Associate Professor at the Department of Philologies and Didactics of the Autonomous University of Madrid, where she teaches English, syllabus design, and children's literature to pre-service teachers of different educational levels. She belongs to the research group Discourse Analysis and Intercultural Communication and her research interests center on contemporary short narrative forms, English language teaching, and active learning methodologies.

Alexander Hope is Lecturer in Language and Linguistics in the English Philology Department of the Autonomous University of Madrid. He teaches academic writing, linguistics for translation and English as a Medium of Instruction. He is part of the UAM-CLIL research group.

Exploring Primary School EFL Teachers' Decision-Making Process on EFL Apps

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In today's dynamic educational landscape, primary school teachers of English as a Foreign Language (EFL) face many significant challenges when selecting suitable educational apps. The escalating abundance of options and the proliferation of subpar apps, lacking educational value and alignment with pedagogical objectives for young learners has exacerbated the complexity of this task, creating a pressing need for comprehensive research to address these challenges. This study aims to bridge existing knowledge gaps by delving into teachers' perceptions, attitudes, and factors influencing their app selection process. Qualitative data gathered through focus groups and individual interviews will be used to provide comprehensive insights into teachers' perspectives and attitudes and suggest an evaluation framework tailored to the specific needs of EFL teachers and learners. The overarching goal is to understand how educators make informed decisions customized to their pedagogical needs and the unique characteristics of their young learners and whether they consider factors beyond the minimum requirements of basic standards for app quality and age appropriateness, such as language proficiency, resource accessibility, curriculum integration, learning goals, and more. Ultimately, this research aims to develop a better understanding of educators' EFL app evaluation process, thereby contributing to the advancement of EFL education practices, empowering educators with the tools to make informed decisions and enhancing learning experiences for EFL learners through the use of digital resources in EFL classrooms.

Efrat Marcu is currently pursuing a Ph.D. in the Faculty of Wellbeing, Education, and Language Studies at the Open University, UK. She earned an M.A. from Tel Aviv University, specializing in Multilingual Education, where she developed an Evaluation Tool for EFL Apps for Young Learners. Efrat is an experienced lecturer, teaching courses on Academic English, Pedagogy, and Educational Technologies at Levinsky College and Tel Aviv University. Her professional journey also includes roles as an EFL Expert Consultant, Editor, and Founder of Ling Language School, reflecting her commitment to advancing education and language studies, especially for young learners, using technology.

Family Language Policies and Practices among Polish Families in Norway with Preschool-aged Children

Monika **Stapor** (Oslo Metropolitan University, Department of Early Childhood Education) monikaew@oslomet.no

Poles are the largest immigrant group in Norway. Polish children aged 0-5 comprise 12% of all children with minority backgrounds. As Norway experiences heightened cultural diversity and multilingualism, parents face the challenge of maintaining effective communication at home in the home language while also supporting the acquisition of a second language for inclusion in ECEC. This study investigates the family language policies and practices of 18 Polish families in Norway with preschool-aged children (3-6 years old), employing purposive sampling with only participating mothers. Data was gathered through semi-structured interviews (February-March 2023) and underwent reflexive thematic analysis. The findings highlight diverse language policies among families. Mothers underscored the importance of fostering an emotional connection to Polish heritage, and identity by creating a home environment immersed in the Polish language. Actively seeking opportunities for children to engage with the Polish community, participating in cultural events, and attending heritage language schools further facilitated language acquisition and practice. Mothers acknowledged the significance of ECEC staff support in encouraging children to speak the HL within the ECEC setting. However, the study identified families using both Polish and Norwegian, aiming for full bilingualism, even though the parents themselves were not fluent in Norwegian. These families incorporated the majority language to ensure that their children would be successfully integrated into Norwegian society. Moreover, the study highlights a lack of dialogue between ECEC and families regarding children's multilingualism, prompting some mothers to seek more support from ECEC due to uncertainties about the effectiveness of their HL maintenance strategies.

Monika Stapor is a PhD Candidate in Multilingualism at the Department of Early Childhood Education at Oslo Metropolitan University. She is currently engaged in her doctoral thesis, focusing on the support and utilization of home languages in Early Childhood Education and Care, as viewed from the perspectives of minority parents and professionals. In her previous roles, she worked as a university lecturer in pedagogy and early childhood education, and as a teacher of Polish language and culture in various educational settings, including primary schools, universities, high schools, and heritage language schools in Norway, Poland, and Ukraine.

Foreign language aptitude in multilingual young learners

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The study of foreign language aptitude has, in its majority, focused on adults and their ultimate attainment (Carroll & Sapon, 1959; Doughty, 2013; Granena & Long, 2013). However, not many studies have been conducted in terms of children's language aptitude, especially in the case of multilingual children. Seeing how other studies have successfully determined the possibility of children displaying this individual difference (e.g. Berthele & Udry, 2021; Roehr-Brackin & Tellier, 2019), the current project attempts to observe how foreign language aptitude, as measured by the LLAMA test (Meara, 2005), contributes to the proficiency of multilingual children in grade 2 (N = 31). All the participants attended an international school in Beijing, China, and therefore they all spoke at least Mandarin Chinese and English, with 48% of the participants speaking another first language (L1).

Backwards regressions results showed that, both LLAMA B, which measured rote memory for vocabulary learning, and LLAMA D, a measure of phonological working memory, had a positive correlation ($t(28) = 2.16, p = .039, \beta = .347$; $t(28) = 2.30, p = .029, \beta = .370$). These results go in line with the theoretical assumption that younger learners, who are at an earlier acquisitional stage and who allegedly have a better capacity to learn implicitly, would do best in vocabulary and auditory ability skills.

Esther Vicente Manzanedo is a PhD student at the University of East Anglia, Norwich (UK). She was awarded an MA in TESOL by the University of York in 2015. After graduation, she worked as a teacher of foreign languages at different levels and in different countries, and now her research focuses on Second Language Acquisition, with an emphasis on the role of foreign language aptitude in children. She is also interested in working memory and other language cognitive processes in multilingual speakers.

Fostering multilingualism at the interface of pre-school and family

Dr. Anna **Szczepaniak-Kozak** (*Institute of Applied Linguistics, Adam Mickiewicz University*) anna.szczepaniak-kozak@amu.edu.pl

While multilingualism and cultural diversity have long been a reality in many parts of the world, the importance of developing multilingual practices in educational institutions has only been actively recognised as a key policy goal when the need to secure greater social inclusion and cohesion has become a more obvious and pressing reality. The rapid globalisation of the world economy and a series of unresolved conflicts in many parts of the world have brought about a steady growth in the number of economic migrants and refugees, and with this, an ever more diverse and complex linguistic and cultural landscape in, for example, pre-school education. Against this backdrop, in this presentation I wish to discuss recommendations for teacher education and other staff working in pre-schools with an overall view to enhancing the educational experiences, development, and integration of all pupils in the multilingual pre-school environment. The recommendations were developed in the MaMLiSE project (mamlise.amu.edu.pl), a research and training initiative which gathered seven educational institutions from four EU countries. The approach to multilingualism that we advocate seeks to include the entire linguistic repertoire of pre-schoolers and to promote the flexible use of all languages to further language acquisition. A holistic and multilingual approach of the kind we developed includes also the recognition that, by including home languages in the pre-school environments, family-school partnerships can be built.

Anna Szczepaniak-Kozak is affiliated as an Associate Professor at the Institute of Applied Linguistics at Adam Mickiewicz University in Poznań, Poland. Her main research interests are within the field of applied linguistics, particularly interlanguage (acquisitional) pragmatics, foreign/second language instruction, migrant children education and teaching-oriented studies of hate speech. In years 2019-2023, she was the main coordinator of the MaMLiSE project. It aimed to expand and improve the existing practices in the area of in-service and continuing education of teachers and to supplement university teacher training with regard to new approaches to multilingualism and social inclusion.

From Standard to Dialect: Communicative factors of code-switching in bidialectal young children

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FB 1287 "Limits of Variability in Language" – Project C10 In my talk I will present communicative factors that determine dialect-standard variability in young children who grow up in a situation of "bidialectism" (Chevrot & Ghimenton 2018) acquiring two varieties of German, a High Alemannic dialect spoken in southwestern Germany and standard German. The acquisition of sociolinguistic variation is still a underresearched field, although there is a notably growing interest (e.g. de Vogelaer & Katerbow 2017). Drawing on LEKI (Pfeiffer & Anna 2021), a longitudinal audiovisual corpus of spontaneous family interaction involving three children regularly recorded within the age span of approx. 1;6 to 4;0, I will analyze code-switching in conversation, following the question "in which activities do bilinguals tend to switch from one language to another" (Auer 1995: 120) by using the framework of Interactional Sociolinguistics (Gumperz 1982). The corpus allows for comparing the children's linguistic behavior in comparison to their parents', which also makes it possible to control for the input. I will show that, in contrast to the parents who barely use Standard German variants besides reading aloud, the main activity in order to explain code-switching in children's language use is pretend play, which can be defined as all "play activities characterized by an 'as-if' stance" (Lillard et al. 2013: 2). However, also other communicative factors must be considered in order to explain the use of either Standard or dialectal variants. As an example we will therefore analyze reprimands.

Aaron Schmidt-Riese. I'm doing my PhD at the Collaborative Research Centre on "Limits of Variability in Language" at the University of Potsdam. I am investigating dialect-standard variability in early childhood from the perspectives of conversation analysis/interactional linguistics, sociolinguistics and corpus linguistics.

Funny sounds and non-sense words for literacy instruction in pre-primary

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The selection of texts for literacy at the pre-primary stage is often solely based on the choices made by the in-service teacher of each class. Previous studies have shown a tendency to choose texts that focus on vocabulary acquisition and language structure. What is often absent from the selection criteria is the ability for students (and teachers) to play with words and sounds. Nevertheless, studies have found that there is a place for nonsense and funny-sounding words as they create a soundscape that is both intriguing and fascinating for language learners. This new auditory panorama additionally include cultural elements that not only reflect specific letter combinations but also etymological developments that are stored in the linguistic memories of learners. The belief that that nonsense words do not add to the learning process is contradicted by studies that show exactly the opposite, that the syllabication learning process for these types of words can help students make greater improvements in word identification and word attack in addition to being a potent predictor of reading ability. An example of this can be seen in the text Lickety-Split by Heidbreder that shows how carefully selected or invented nonsense words are an invaluable resource to promote literacy in the pre-primary classroom.

Dr. María Felicidad Tabuenca-Cuevas. Honors Bachelor of Arts from the University of Toronto (Canada), a degree in English Studies and an International Doctorate in Educational Research from the University of Alicante. She 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 culture.

Since 1992, Javier Fernández has been an English teacher for students of all CEFR levels, developing his activity in various learning environments. In 2016 and 2018, he participated in workshops and seminars at the University of Oxford's Department for Continuing Education, collaborating with experts such as Adrian Underhill. Javier teaches in the Degrees in Early Childhood and Primary Education at the Faculty of Education (University of Alicante). He has participated in conferences and research sessions nationally and internationally, with an increasing number of publications in indexed journals. His research interests include CLIL, EdTech, and English pronunciation and literacy for young learners.

Gaelic Medium Education - the challenges of developing a bi-cultural identity

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Gaelic medium education is a minority language immersion model in Scotland that aims to ensure that children can acquire the Gaelic language. Starting from pre-school onwards, educational activities are provided (in the early years) solely through the medium of Gaelic to promote language acquisition, especially as the education system is frequently the only domain in which children are exposed to the language.

This paper looks at the findings of "bringing Gaelic home study" that explored the children's attitudes towards using Gaelic, and how these are impacted on by their caregivers - who often have only limited competences in the language - and the effects this has on the inclusion and development of Gaelic as part of their cultural identity. This study found that children were happy to speak and learn Gaelic within the education system but mostly did not consider the language to be part of their wider identity, instead, considering it to be only a 'classroom' rather than a living language that has a rich and vibrant history and culture associated with it. This raises important questions about the way that minority language immersion education is conceptualised and how its aims of supporting full bilingualism can be achieved where exposure to the language is limited.

Inge Birnie is a senior lecturer in the Institute of Education, where her research focuses on (minority) language learning and teaching in the early years and supporting teachers and educators in enacting multilingual practices in their classrooms and settings. She is the coordinator of the ECML PALINGUI - Making Language Learning Pathways Visible for Young Children - which promotes the inclusion of all languages within the formal education system through observation, documentation, and assessment. She is the author of the book: Promoting and Supporting Minority Language and Identity: Scottish Gaelic Medium Education.

Gaming resources for pre-service English teaching

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Multilingualism education is increasing at all stages. There are huge quantities of teaching resources, but we (teacher) get overwhelmed by what to choose or what to create. At Granada University there is a subject about teaching: Foreign language and teaching (English), where future teachers of primary schools learn how to create their material by applying the recommendation of the new law of Spain LOMLOE and the European framework of languages, using the more active methodology, where students get engaged to the activity learning in a more diversified way that its demands by today's society. Gaming has been on the top of teaching resources. However, scaffolding these games effectively to teach not only language but also cultural understanding remains a challenge for teachers. Still, sometimes, teachers do not know how to scaffold those games to be productive to acquire not just the language but also the culture of those related to the language that we are teaching. Considering this scaffolding method, the teacher would learn how to distinguish between a good resource for their lessons and how to prepare those students for that gamification. That is to say, the teacher discovers not just how to create the activity but also what kind of pre-knowledge the student should have and how they could make it more attractive for their future students.

Verónica Carrero Segura, English language, lecturer in the Languages and Literature Education Department of the Campus of Melilla (University of Granada, Spain) and Modern languages Centre at the same university. Researcher in the group Curricular Innovation in Multicultural contexts (HUM-358). Her main research lines are English teacher profile, teaching and learning foreign languages, and teacher training. She is also a member of the Scientific journal MODULEMA. Nowadays, also PhD student.

Home Language Maintenance and Challenges: Spanish Skills in Dual Language Preschoolers

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This study examines language attrition among Spanish-English dual language learners in the United States, with a focus on Los Angeles, a city with a significant Spanish-speaking immigrant population. The research investigates changes in Spanish lexical and grammatical skills in young dual language learners after formal English exposure begins in preschool. It also explores the influence of factors such as gender and parental acculturation on this process.

Contrary to previous studies, this research reveals that one year of exposure to the English school system in a context with many Spanish-speaking immigrants does not lead to complete Spanish language attrition. Instead, there is a significant increase in Spanish productivity at Time 2, with developmental progress in grammatical skills and a decrease in certain errors. However, nonstandard features persist, especially in areas like verbs, clitic object pronouns, and prepositions. Gender and maternal cultural orientation also play a role in influencing language development, with girls showing advantages in lexical diversity and grammatical utterance proportion. Maternal acculturation levels predict grammatical utterance proportions. In conclusion, this study demonstrates that young Spanish-English dual language learners maintain productive use of Spanish with a diverse vocabulary and exhibit growth in grammatical abilities despite English-language instruction in preschool. However, nonstandard features persist in their Spanish productions, highlighting ongoing challenges in acquiring certain grammatical structures. The findings underscore the importance of continued support and intervention to nurture Spanish language development, especially for boys and those with lower maternal cultural orientation to Latinx and American culture.

Dr. Gabriela Simon-Cereijido is a bilingual speech-language pathologist and a Professor at the Department of Communication Disorders at California State University, Los Angeles. She completed her undergraduate degree from the School of General Studies, Columbia University, and her M.S. in Speech and Language Pathology from Teachers College, Columbia University. After gaining clinical experience in New York City, she completed her doctoral degree in Language and Communication Disorders at San Diego State University/University of California, San Diego. Her research has focused on the characteristics of language disorders in Spanish-English-speaking children, the validity of clinical identification measures, and efficacy studies evaluating the effect of language intervention in young bilingual children. She is also interested in the education of bilingual professionals in the field of communication disorders.

Simona Montanari is a Professor in the Department of Child and Family Studies at California State University, Los Angeles. She received a Ph.D. in Linguistics from the University of Southern California specializing on early trilingual development. Her research, funded by the National Institutes of Health, has focused on speech sound perception, production, vocabulary development, verbal morphology, narrative skills, and code-switching in Spanish-speaking children growing up bilingually or trilingually in the United States. Dr. Montanari has also been involved in the creation of an Italian/English dual language program in Los Angeles County and has been studying its educational outcomes since its launch in 2009. Dr. Montanari received CSULA prestigious Outstanding Professor Award in 2021.

Dr. Jieru Bai obtained her Ph.D. from Indiana University and MSW from The Chinese University of Hong Kong. Her major research area is acculturation. She studies any population that experiences cultural change, such as immigrants, refugees, international.

How does the rose grow between rocks - Acquiring the Arabic language amidst the challenges of diglossia and linguistic pluralism in early ages

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How do children develop linguistic literacy in the presence of diglossia? How do they develop linguistic awareness and the ability to read formal linguistic structures that may be unfamiliar and unknown to them?

If language development progresses steadily from early childhood to adolescence, it's natural to conclude that it is preferable to begin developing linguistic literacy in early childhood. The goal is not to teach kindergarten children to decode new words and texts or write texts with correct spelling, as kindergarten is not the framework for formal reading and writing instruction. The ultimate goal of language education in kindergarten and school is for children to acquire the ability and mastery of literacy dialogue and the basics of linguistic literacy, so that the child reaches first grade safely and is ready to master linguistic awareness, beginning to solve written symbols (reading words), writing words, and producing various types of texts. So how do we make the bridge of linguistic literacy safe and flourishing? And how do we enable our children to safely overcome all challenges; educational challenges, social, psychological, and other challenges, especially after Corona epidemic and the war of the 7th of October? In this lecture, we present an intervention program we follow in the Ministry of Education in Israel, which is based on developing a curriculum for teaching the mother tongue according to CEFR, working on three levels: the educator and mentor level, the parents' level, the child's level, and developing the three components of early literacy: phonological awareness, the alphabetic principle and the beginnings of reading and writing and book engagement, and linguistic competencies that include knowledge of the relationship between letter knowledge and reading and writing acquisition, and the development of children's writing (non-representational scribbling, pseudo-writing, random letters), phonetic writing, and orthographic writing.

Dr Rawya occupies several jobs and positions. She is the Head of the Language Teaching Program, Graduate Studies, Oranim College. Beside, She is a developer of Arabic Teaching Program- at Mofet and a national Arabic instructor-ministry of education.

Dr. Rima Baransi. In 2006, Rima got her M.A. degree in Arabic with distinction on her research on The Visual Poem in Modern Arabic Poetry. . In 2011, she got her Ph.D. degree on her research on The Oxymoron in Arabic Poetry and Its Contribution to the Poetic Meanings.

How much do we know about children's multilingual competence?

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In kindergartens in urban areas, there are often many languages and cultures represented. It has been argued that a multilingual approach to teaching and a resource perspective on languages is the best way to give the children stable identities as multilingual individuals, and to support their language learning. If children in a group know many languages, then these could be shown and actively used in kindergarten. But to be able to do this, one must know as much as possible about the language competence and language use of the children. This is a challenge, because small children will not always be able to explain what they know. There may be several languages used in different situations with different people in their homes that the kindergarten staff do not necessarily know about.

This paper will explore what the staff in kindergarten know about the home language(s) of the children they are responsible for, and how they came to this knowledge. It will discuss the need to know more about not only the language competencies of the children, but also when and how the different languages are used. Questions around this will be raised through focus group interviews with staff from kindergartens in Oslo, Norway. The paper will also discuss and suggest ways in which the teachers can try in new ways to learn and know more.

Kari Bratland is associate professor of the Early Childhood Education at Oslo Metropolitan University in Norway. She has been at OsloMet for 25 years, teaching children's language, literature, and multilingualism. Her research and publications have been on multilingualism, second language learning and also on internationalization. For the last few years she has been the academic international coordinator of the ECE.

Integrating cooperative oral reading experiences with native speakers in pre-service EFL teacher training for Early Childhood Education

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The Linguistic Project (PLC, in Spanish) of the Faculty of Educational Sciences at the University of Cádiz, Spain, is dedicated to promoting a variety of activities aimed at foreign language acquisition, particularly focusing on English, French, and German, primarily for teacher training purposes. Among these activities, there is a strong emphasis on cooperative oral reading experiences, involving regular meetings between students and native language assistants. The objective of these meetings is to enhance students' oral reading skills while also fostering intercultural literary dialogue. This communication presents the results of the Didactics of the Foreign Language in Early Childhood Education (English) course (2023/24). During the course, each student participates in a minimum of three 45-minute meetings, engaging in interactive oral reading sessions of stories by the English author Julia Donaldson with alternating language assistants. These interactions play a paramount role in their training as target language users and mainly pre-service teachers, mostly through the integration of language-related episodes (Loewen and Sato, 2018) in the sessions. Language assistants actively engage in, at minimum, five language-related episodes per meeting, focusing mainly on vocabulary, pronunciation, and grammar issues. Furthermore, they are responsible for documenting the resulting intercultural literary dialogues arising from the oral reading sessions. To build a comprehensive empirical foundation, this research involves a mixed methodology, combining quantitative data on language-related episode types and intercultural literary dialogues with qualitative insights gathered through individual and group feedback. Given the nature of the stories (rhyming tales), interactions are expected to predominantly revolve around pronunciation issues.

José Luis Estrada-Chichón, Ph.D. in language teaching, currently holds a position at the Department of Language and Literature Didactics at the University of Cádiz in Spain. He is a member of the coordination team for the Linguistic Project within the Faculty of Educational Sciences at the same university. His research interests cover several topics, including Instructed Second Language Acquisition (ISLA), bilingual and plurilingual education, Content Language Integrated Learning (CLIL), and foreign language teacher training.

Intercomprehension as a conversation strategy for migrant children in Poland: Implications for early multilingual education

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Intercomprehension is a hot issue in recent years in the context of multilingual education (cf. Grabowska, 2015 Gębal, 2016). It is basically assumed that speakers within the same language family can understand each other with relative ease, therefore it is often used as a compensation strategy in form of code-switching or code-meshing among individuals who do not possess full competence of a shared language. In any case, if multilingualism is not the knowledge of discrete languages by the user/learner, but an "uneven and changing competence" in the form of "a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks" (CEFR, 2018), then, it is basically intercomprehension or translanguaging (Li, 2018). My personal observation and research put the basic assumption of intercomprehension into question and I would hypothesize that intercomprehension for adults depends on sociocultural issues (e.g. former contacts with a different language, linguistic proximity (similarity between language systems with the same family) or individual features (e.g. level of language awareness). Continuing this line of thinking, I decided to research into this issue from the point of view of young L2 users/learners to define (1) their linguistic sensitivity as measured by intercomprehension, (2) the place of L1 in L2 communication (3) types of code-meshing among multilingual children (e.g. influences of L3). The study will present three cases of migrant children from Ukraine, Russia and Belarus (all aged 7) engaged in peer interaction with Polish children. The data will be elicited through game tasks and subject to conversation analysis. Implications for early multilingual education will be derived.

Hadrian Lankiewicz, D. Lit. in Applied Linguistics and PhD in American Literature, currently occupies the position of a professor and the head of the Department of Applied Linguistics and at the University of Gdańsk, Poland. His scientific interests oscillate between History, American Literature and Applied Linguistics, with the primary focus on language acquisition and the methodology of teaching foreign languages. In recent years, his research has been inspired by the application of an ecological metaphor to the study of language and its learning. Drawing on the concept of multi-competence and political autonomy in the process of language learning, he concentrated on issues of marginalization, empowerment and legitimization in the use of English as a foreign language.

Investigating the Use of English as a foreign Language in Greek Kindergartens: A Study of Collaborative Approaches Between Preschool and English Teachers

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Considering, on the one hand, the recommendations of the European Council highlighting that literacy and multilingual competence development belong to the eight key competences set by the Council of the European Union and, on the other hand, the contribution of the early years to a child's learning and overall development, exposure to multiple languages from an early age becomes critical for children's cognitive, linguistic, and communicative skills.

The profound impact of early multilingual experiences on a child's holistic development points to the need to appreciate and support linguistic diversity in educational settings for optimal cognitive and socio-cultural growth. In this context, the study explores preschool and English teachers' views on the significance of multilingualism in Early Childhood Education and Care (ECEC), focusing, particularly, on the recent introduction of English as a foreign language in the Greek Kindergarten. The research delves into the collaborative efforts made between preschool teachers and English language instructors to create an enriching multilingual environment. Namely, the study investigates the dynamics and challenges in their collaboration through interviews with the aim to provide insights into effective strategies for integrating English as a foreign language into the curriculum of ECEC. The research findings aspire to contribute to the ongoing discussion on multilingual education, offering practical implications for educators seeking to create inclusive and language-rich environments in ECEC.

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Peggy Manoli has taught at the Pedagogical Department of Preschool Education of the University of Thessaly (2019-2021), the Hellenic Open University (2016 to date) as well as the University of Western Macedonia, the University of Thessaly, the TEI of Thessaly and the TEI of Ioannina (2014-2019). In July 2021, she was elected assistant professor in the Department of Education and Early Childhood Education, Faculty of Humanities and Social Studies, with the subject "Sociolinguistic Approach to Multilingual Education", University of Patras.

La adquisición del español como lengua adicional en un contexto multilingüe. El estudio de un caso

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Se presenta el estudio de un caso sobre un colegio público, de Educación Infantil y Educación Primaria, en la provincia de Alicante. En 2023, los datos recogidos indican que la población extranjera, con una cifra total de 456.257 personas, supone el 23% del total de habitantes en Alicante. Orihuela, donde se halla el colegio, es uno de los municipios en el que más extranjeros residen, junto con Benidorm y Torrevieja. El método se basa en la recopilación de datos que ayudan a describir la información de la que se dispone y analizar el contexto multicultural y plurilingüe. La investigación se centra en la adquisición del español como lengua adicional. Se presenta y analiza la información sobre los profesores que trabajan en el centro con grupos de estudiantes extranjeros, de más de treinta y cinco nacionalidades, donde apenas hay estudiantes nativos. El español representa, en muchas ocasiones, una tercera lengua. Se muestran las experiencias de aprendizaje de español solo con los estudiantes de Educación Infantil y el impacto que tiene en docentes-discentes estos contextos multilingües complejos. Los datos evidencian la necesidad de implementar nuevos procesos de enseñanza, recursos docentes y una planificación que fomente la comunicación e interacción oral. El objetivo final es buscar nuevos aprendizajes que favorezcan un acercamiento positivo a la lengua española basado en una experiencia translingüística.

María Soledad Villarrubia Zúñiga. Es licenciada en Filología por la UCM, Doctora Cum Laude en Filología y Máster en la Enseñanza de Español como Lengua Extranjera por la UAH y Máster en Elaboración y control de calidad del léxico español en la UNED. Obtuvo una beca predoctoral en la Universidad degli Studi di Firenze (2000-2001). Socia cofundadora de la Asociación Complutense de Dantología y miembro de la Asociación Comenius de Enseñantes Europeos. Ha sido profesora de lengua y cultura española (cursos regulares y cursos para fines específicos) en la Universidad de Alcalá, Instituto Franklin de Estudios Norteamericanos, el Instituto Cervantes (2007-2015) en el que fue coordinadora docente (2008-2015) Y en la University of Leeds, Spanish Department (2008-2015). Ha impartido docencia en el Dpto. de Español la UA desde septiembre de 2016 hasta diciembre de 2020, fecha en la entra en el Dpto. de Innovación y Formación Didáctica de la Facultad de Educación. Ha colaborado con diferentes instituciones dirigiendo, coordinando e impartiendo cursos de formación para profesores (Instituto Cervantes, UAH, International House, Centro de Apoyo al Profesorado de Alcalá de Henares y en el Centro de profesores y recursos de Guadalajara) y en la actualidad para el CEFIRE Alicante. Ha impartido docencia en diferentes másteres: Master en la enseñanza de ELE-MEELE, Universidad de las Palmas de Gran Canaria y del Master en la enseñanza de Español ELE en Santo Domingo, Programa UNILINGUA-UNAPEC, República Dominicana y en el Master Máster universitario en Inglés y Español para fines Específicos en la Universidad de Alicante. Actualmente es docente en el Dpto. de Innovación y Formación Didáctica, Facultad de Educación (Universidad de Alicante) y en el Máster de Investigación Educativa.

La enseñanza de español como lengua extranjera (ELE) al alumnado de Primaria durante su primer año de ATAL

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El presente trabajo analiza el modo en que el alumno inmigrante escolarizado recibe atención especializada en nuestro país, más concretamente en la Comunidad Autónoma de Andalucía. Para ello, la ley vigente: Ley Orgánica que Modifica la Ley Orgánica de Educación (LOMLOE) recoge en sus artículos 78 y 79 que las Administraciones públicas deben ocuparse de favorecer la incorporación del alumnado que proceda de otros países o que, por cualquier circunstancia, se incorpore de forma tardía al sistema (art.78). Asimismo, corresponde a estas Administraciones desarrollar programas específicos para el alumnado que presente graves carencias lingüísticas...con el fin de facilitar su integración en el curso correspondiente, así como el asesoramiento necesario a sus familias sobre los derechos y deberes (art.79). En la Comunidad Autónoma de Andalucía esa labor se lleva a cabo principalmente mediante dos programas específicos conocidos por sus acrónimos de: PALI (Programa de Acompañamiento Lingüístico para el Alumnado Inmigrante) y ATAL (Aulas Temporales de Adaptación Lingüística). Por lo tanto, resumiremos las acciones más significativas que se tratan en ambos programas. Para comprobar el calado que ambos programas tienen en el sistema educativo actual, necesitamos aportar datos de fuentes fidedignas como: la Consejería de Educación y Deporte de la Junta de Andalucía (a nivel autonómico) o el Ministerio de Educación y Formación Profesional (a nivel nacional). Datos que, una vez analizados nos han permitido comprobar los resultados obtenidos por los dos programas, anteriormente mencionados, en el primer año de escolarización del alumnado extranjero que, en muchos casos, coincide con el primer curso de la Etapa de Educación Primaria (alrededor de los 6 años).

Antxon Álvarez Baz. Profesor Ayudante Doctor del Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Granada. Posee más de 30 años de experiencia en la enseñanza de Español como Lengua Extranjera (ELE). En la actualidad imparte docencia en el Grado en Educación Infantil: Didáctica de la Lengua y la Literatura Españolas en Educación Infantil II. En el Máster Universitario en Enseñanza de Español Lengua Extranjera: Lengua, Cultura y Metodología de la Universidad de Granada: Recursos y Contextos de Enseñanza: Aplicaciones e Investigación - el Español de Usos Específicos y Conceptos y Herramientas Básicas para la Metodología y la Investigación - Planificación Curricular, Programación de Clases y Evaluación. Asimismo imparte docencia en el MásterELE de la Universidad de Jaén y es director del Curso de formación permanente para la formación de los docentes de ATAL, ofrecido por la Escuela de Posgrado de la Ugr.

Language education policies for early foreign language learning in Serbia

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The general practice in Serbia in preschool institutions (6-7 years) is to learn at least one foreign language, and it is regularly English as the first language, while for the second foreign language, institutions either decide on their own or simply do not provide foreign language teaching. Within the kindergarten (3-6 years), there is the possibility of receptive learning of foreign languages, which in practice refers only to the English language. Also, there are many international kindergartens and preschool institutions where the working language is English, and some other language is attended as a foreign language, leaving out Serbian. This raises the question of the research conducted for the purposes of this paper, and that is the existence of language education policies for early learning of foreign languages. Therefore, the lesson plans and teaching programs prescribed for kindergartens and preschool institutions will be analyzed. The idea of the research is to determine how language education and the possibility of learning more foreign languages at an early age is included in kindergartens and preschool institutions. The assumption of the research is that there are not sufficiently prescribed norms or guidelines for the successful implementation of foreign language learning at an early age in Serbia. A discussion on the results of the analysis and conclusions will be made after the research, as well as a proposal for improving the teaching of foreign languages at an early age.

Dunja Brankov is a PhD student at the Faculty of Philology (University of Belgrade, Serbia), where she has previously completed her BA and MA studies at the department of Iberian studies. From 2019 to 2023 she has worked as a teaching assistant at the mentioned faculty and since 2015 as a language tutor at language academies and private language schools. She has done professional training in Spain and has collaborated with the Cervantes institute in Belgrade. While doing research she published seven research papers and participated in nine conferences since 2020. She is currently working on her doctoral dissertation.

Language management in multilingual families with african backgrounds living in Canada or Germany

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Language management in multilingual families with african backgrounds living in Canada or Germany. The most important influence on a child's language development in his early childhood years has the family - for those children who live with their family (Spolsky 2021). Multilingual parents not only decide on the languages they transmit but also influence their child's cultural identity (Brown & Gaskins 2014). In recent decades, due to transnational migration, an increase in the number of multilingual families in Europe and North America can be identified. In this context, countries such as Germany and Canada are becoming more and more diverse (Lanza & Lexander 2019, Braun & Cline 2014). This Individual paper presents a study of family language management in multilingual families in which at least one parent has emigrated to one of these two countries from a francophone African country. The aim is to give an insight into parents' language choices and how they support their children in their linguistic development. The Individual paper will also provide information on parental attitudes and experiences in relation to family language management. Particular attention will be paid to the reasons given by parents for their language choice and to transnational practices in the Family. As far as the methodological framework is concerned, it is worth mentioning that the findings presented in the Individual paper are the result of a corpus of qualitative interviews with parents. This is a first step in the research project on language management in which parental discourse is collected and which will be complemented by other research methods in the following course, such as participant observation and focus groups.

Maj-Britt Wesemeyer is a PhD candidate at the Institute of Romance languages at the Christian-Albrechts-University in Kiel in Northern Germany. She researches in the field of sociolinguistics and is interested in language attitudes, ideologies and multilingualism, especially in families. As far as French linguistics is concerned, her interest focus on the Francofonie and the varieties of French. As a qualified secondary school teacher, who taught for three years, she is also interested in foreign language teaching, language acquisition and teacher education.

Las TIC en el aprendizaje de francés en Educación Primaria. La gamificación para motivar dentro del aula

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Tras la implantación de la segunda lengua extranjera en el ámbito de Educación Primaria, la necesidad de hallar docentes de francés incrementó de manera considerable. Al origen, las clases de esta materia podían ser un tanto monótonas y centradas en la mera conjugación de los verbos "Être" y "Avoir". Con el paso de los años, la impartición de la lengua francesa fue cambiando hasta llegar a nuestros días, en los que, mayoritariamente, solo se imparte en el tercer ciclo en Educación Primaria. Sin embargo, a pesar de las pocas horas con las que cuenta el profesorado en la actualidad para llevar a cabo un pequeño viaje por el mundo francés, la innovación y el manejo de las tecnologías no deja de evolucionar y de estar presente en el aula. Así, cada vez son más los docentes motivados en la búsqueda de cómo crear un aula divertida para aprender francés a través de la gamificación. El punto de partida de este trabajo es la gamificación. A menudo, podemos pensar que jugar y gamificar son sinónimos y que tienen el mismo significado. Desde el ámbito educativo se pretende transformar la enseñanza a partir del juego formal, como objetivo el aprendizaje de los principales protagonistas de esta historia, los alumnos y las alumnas. Por ello, es importante iniciar un cambio en lo respectivo a materiales y elementos fundamentales que encontramos en la clase, dejando atrás las pizarras tradicionales, los libros de texto y la enseñanza habitual y, utilizando TIC como recursos de aprendizaje del francés.

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Longitudinal study of interference and code switching in natural samples of children speech: the case of Spanish and Galician bilinguals aged 2 to 4

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The bilingual acquisition of Spanish and Galician in Galicia is little studied, even though the majority of the population is bilingual. The Koiné corpus is the only corpus of natural and spontaneous child language that contains data from bilingual children between 2 and 4 years old who communicate in both Galician and Spanish, so it represents a great utility for the study of phenomena linked to bilingual acquisition.

In this sense, this paper presents a study of the interference and code-switching present in bilingual speakers of Galician and Spanish in some individuals of the Koiné corpus from a longitudinal point of view, in a conversational context in a children's school. The aim is to classify which types of interference and code switching are the most frequent, as well as to document the evolutionary changes that occur in the incidence of this type of linguistic processes.

It will also be studied in which of the languages there is a greater number of interferences, considering that Galician is a minority language and tends to be displaced by Spanish in the school context.

Finally, the analysis will be accompanied by a state of the art on the situation of Galician at early childhood education stage and will highlight the need to train teachers at this stage on the complexity of bilingual acquisition and the need to treat child bilingualism, as well as child speech, in its own terms and from its evolutionary relevance.

Lara Lorenzo Herrera belongs to the Koiné research group at the USC, has a PhD in Linguistics and specialises in children's language, with a thesis in which she compares the evolution of phonological processes in Spanish, Portuguese and English in children aged 2 to 4 years. She also works in the fields of corpus linguistics and language didactics. She is currently a substitute lecturer in the area of Language Didactics in the Faculty of Education Sciences at the University of Santiago de Compostela.

Mafalda, Kiñe Rupa and Mamy Wata, Readings in Heritage Language varieties as tools for intergenerational transmission

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This paper proposes to address the decisions and practices of Spanish- and French-speaking families in Germany regarding the readings they share with their children. Since both languages are pluricentric, it is highly relevant to take into account the regional language varieties involved when choosing literature in children's heritage language (HL). In the context of transnational migration dynamics, children from multilingual families may lose connection with the language(s) and culture(s) of their parents if the conditions for linguistic reproduction are not met. Criteria for estimating the vitality of a language established by experts, published and used by UNESCO (2011) include in addition to intergenerational language transmission the availability of materials for language education and literacy. Children's literature (oral and written) plays a fundamental role in the cognitive and emotional development of children, providing them not only with stories, but also with an insight into the cultures and languages of the world. In the diasporic context, families often have difficulties in accessing literature in their HL. The availability or absence of children's literature in the family's own variety also implies the dynamics between power and language. This paper proposes to review the relationship between children's literature and HLs, with the aim of understanding the impact of linguistic representation in children's literature on the language transmission and overall development of children in these communities. As well as the language practices and ideologies from a glottopolitical perspective involved in the prioritisation of books and audiovisual materials, paying special attention to peripheral varieties.

Dr. Facundo Reyna-Munaiain's main areas of research and teaching are minority languages, multilingualism, diaspora studies, FLP and sociolinguistics. He held positions of a research associate at the University of Santiago de Compostela, at the Kiel University and the Bremen University. He was guest researcher and teacher at the Basque Country University, the University of Salamanca, Europa-Universität Flensburg and the University of Buenos Aires and also academic consultant at the European Centre for Minority Issues. He is currently teaching Spanish and Portuguese at Kiel People's College (Förde Volkshochschule) and works as an external researcher at the Galician Language Institute.

Maj-Britt Wesemeyer is a PhD candidate at the Institute of Romance languages at the Christian-Albrechts-University in Kiel in Northern Germany. She researches in the field of sociolinguistics and is interested in language attitudes, ideologies and multilingualism, especially in families. As far as French linguistics is concerned, her interest focus on the Francofonie and the varieties of French. As a qualified secondary school teacher, who taught for three years, she is also interested in foreign language teaching, language acquisition and teacher education.

Meaningful Tasks: Audiobooks as a Central Resource in Language Teaching

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This study aims to contribute to innovative language teaching practices by focusing on meaningful interdisciplinary tasks with an emphasis on creating and integrating audiobooks into primary teaching resources. Addressing the leveraging of audiobooks as a central resource in language teaching, this research pursues a dual purpose. It intends to prepare future teachers with insights into book selection on one hand, and it provides a hands-on experience on the other, by promoting the recording of audiobooks in a proper radio studio, emphasizing suitable intonation, rhythm, and pronunciation in order to create a useful resource for primary language teaching. Focusing on meaningful tasks within an interdisciplinary framework, this study encompasses audiobook creation and an investigation of potential classroom uses in what regards listening, speaking, reading, language awareness and writing skills. The methodology involves audiobook creation with written transcriptions, voice recording, the design of an attractive layout, and the creation of activities for the primary English language classroom. Overall results reveal a positive impact on the tasks demanded of students, as well as notable enthusiasm in the process of creating the resource and planning a lesson that includes all five language skills. In conclusion, this study contributes valuable insights to ongoing research on innovative language teaching practices, supporting the widespread adoption of audiobooks to enrich language development and foster comprehensive language proficiency. It also highlights audiobooks as a modern new way of reading.

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Measuring L1 and L2 vocabulary in Greek primary schools

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Studies underline the importance of vocabulary growth in the successful learning of a language (e.g. Alexiou et al, 2019; Milton & Hopwood, 2022). The lexical knowledge of the learners is believed to significantly influence their performance across other language domains (Webb & Nation, 2017). There's also an argument that a speaker's L1 vocabulary may have an impact on their academic achievement, similar to its impact on L2 learning (Alsahafi, 2023). This two years' study investigates learners' L1 and L2 vocabulary knowledge in Greek primary schools, involving 921 Greek primary school learners, spanning Grade 1 to 6. Three instruments for measuring vocabulary were utilized: Meara & Milton's X-Lex (2003) and Alexiou's Pic-lex (2019) for the receptive vocabulary and an adaptation of Nation's PVL (2001) for the productive one. The findings reveal that L1 Greek learners develop a lexicon comparable to L1 English learners. By the end of primary school, these learners exhibit a remarkably high rate of vocabulary growth in both L1 and L2, rejecting the word gap hypothesis (Quigley, 2018). Finally, it is worth noting a potential trend indicating an increasing correlation between L1 and L2, particularly noticeable in Grades 1, 4, 5 and 6, however, it is still unclear whether or not L1 vocabulary knowledge can or does influence L2.

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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.

Multilingual advantages in the development of metalinguistic awareness

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Multilingual advantages in the development of metalinguistic awareness Multilingual preschool children show an earlier development of metalinguistic awareness (MA) in comparison to monolingual children, as indicated by a number of experimental studies. Other studies could not find evidence for developmental head start of multilingual children. The findings of the current study provide additional support for the advantages of bilingual preschool children in their development of MA, both on phonological and semantic levels. The results show that bilingual develop these skills earlier than their monolingual peers. We tested 100 children (ages 4-6), employing behavioral and eye-tracking method. In the behavioral study, children were presented with two picture recognition tasks. In a second study, the tasks from the first study were adapted for an eye-tracking experiment. The quality and quantity of the input the children have received in both languages and the socioeconomic status of the families was assessed in an extensive questionnaire. Additionally, a memory test, the PPVT vocabulary test, an executive function test were carried out. The results show that the advantages of multilinguals in the development of MA are only visible if children are balanced bilingual. Children who are dominant in one of their languages display results similar to those found in monolingual children. The influence of the socio-economic status on children's scores is more pronounced in children with one dominant language and monolingual children, compared to balanced bilingual children. Both studies show that diverging research findings on multilingual advantages can be explained by measuring the degree of bilingualism.

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Multilingual classroom practices to enhance bi/multilingual pupils' identity

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According to McKay (2006), young learners are one of the most complex of the guided audiences, primarily due to their age-related socio-cognitive development. Additionally, the institutional context raises important issues such as language learning by bi-multilingual pupils (Deprez 2000) or the acknowledgment of their heritage languages (Hélot 2013; Hamurcu-Süverdem & Akinci 2016).

In this communication, we will present classroom practices that include language biography, the multilingual story tale Sophie's languages (Hélot 2015) and a multilingual version of The Little Prince (Saint-Exupéry 1943). These practices were implemented in a recent action-research project aimed at studying the various aspects of the multilingual and multicultural context of an elementary school in a Paris suburb. All pupils participated in different activities related to these classroom practices, with some involved in focus groups. We will showcase the attitudes of pupils towards languages, ranging from the ages of six to eight (corresponding to cycle 2). The characteristics of child learners will be examined from a developmental perspective, considering their language profile (bi-/multilingualism and heritage languages). The focus will be on allophones pupils who have knowledge of languages other than French upon entering primary school. This linguistic diversity will also be studied in terms of its impact on the development of French language skills, the language of instruction. The project aims to serve a plurilingual education and contribute to the creation of an inclusive society at the local level.

Ewa Lenart is an Associate Professor with Habilitation to Supervise Research in linguistics at the University of Paris 8 Vincennes-Saint-Denis. She has been responsible for the "Teaching a foreign language to children" option in the Master MEEF 1st degree, which prepares students to teach at the primary level, for the past ten years. Part of her research is dedicated to the early teaching and learning of foreign languages, and more recently to multilingualism in primary school. Since 2021, she has been conducting an action-research project entitled "Multilingual Society and Language Teaching/Learning in Elementary School".

Timea Kádas Pickel is an associate professor at the University of Paris 8 Vincennes- Saint-Denis. Previously she was a post-doctoral fellow at the University of Luxembourg and she has worked as a teacher (10-16 y.) of French as a second language in Mulhouse (France) for more than 10 years. She holds a PhD from the Universities of Strasbourg and Luxembourg on the successful integration of newcomer students in the French education system. Her research interests include second language learning and teaching, identity (re)construction, empowerment, newcomer students.

Music as a tool for Foreign Language Learning and Teaching: A CLIL Music proposal

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This proposal aims at presenting the main theoretical foundations on the connections between Foreign Language Learning (FLL) and music, while it also introduces practical CLIL Music programme named MOVIC (Movement and Music in English). While it theoretically supports the use of songs and lyrics in the EFL (English as a Foreign Language) classroom, a common practice found in many EFL contexts, the paper calls for the need to use further Music activities, such as the ability to keep the beat, dancing or playing instruments. Similarly, it theoretically discusses how other aspects directly related to English learning can be boosted through musical activities (e.g. classroom atmosphere, students' anxiety, emotions, creativity or a sense of community). The study presents the pedagogical possibilities behind the use of music and it encourages teachers and educators to implement CLIL Music approaches that reinforce holistic and creative learning in the Pre-Primary Education stage. It also provides a sample CLIL Music activity to illustrate how hands-on music-related content other than listening to songs' lyrics or singing can create meaningful opportunities for EFL and Music teaching and learning. Finally, it discusses key pedagogical implications for teachers, educators and policymakers.

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Networking (plurilingual) people and (monolingual) institutions: ten years "Netzwerkstellen" in kindergarten and primary school

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South Tyrol in Northern Italy serves as a compelling example of thriving linguistic diversity within a single province, with three official languages (German, Italian, and Ladin) and various dialectal variations. Over the past thirty years, this diversity has been further enriched by individuals from 144 different countries, each contributing with their unique languages and varieties to the fabric of South Tyrolean society (Eurac 2021). The complexity of an educational system with three language departments poses challenges for newcomers, from pupils to their families. In response, the Languages Centres initiated a novel approach through the "Netzwerkstelle Kindergarten und Grundschule." The paper presents the results of a project started in 2014 and it is an ongoing initiative that adapts to the evolving educational configurations. Its primary goal is to support children and families with international backgrounds during the gradual transition from kindergarten to the first and second years of primary school within the German-speaking department. Throughout its evolution, the project has implemented dedicated actions and activities aligned with the principles of "Mehrsprachigkeitsoffene Bildung" (De Houwer 2017) in both educational settings. This paper will delve into the essential educational measures (Schwartz 2020) required to establish effective networks among individuals and institutions. Some elements of the project will be explored and discussed: from the implementation of intercultural mediation to the pivotal role of the language support teacher, showcasing the flexibility inherent in structural adaptations.

Emanuela Atz has been a second language teacher (Italian L2, ESL and DAZ) and teacher trainer since 1992. Her fields of interest are second language acquisition, plurilingual approaches and heritage languages. She is currently working at the Language Centres in South Tyrol (Italy) supporting the inclusion of children and kids with international backgrounds in kindergartens and schools.

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PALINGUI - Making Young Children's Language learning pathways visible in the Early Years

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Societies, and with it our classrooms, are increasingly plurilingual, and this places new demands on teachers and educators with the diverse range of language learning pathways of the children being as individuals as the young learners themselves. This means that educators need to consider the language experiences that happen within and outside of the education system when designing pedagogical approaches to ensure that the children in their setting feel valued and supporting in being active agents of their own language learning. This paper will look at the outcomes of the European Centre for Modern Languages PALINGUI project which aims to support teachers and educators in making language learning visible for children aged 3 to 12 in the education system. Using observation, assessment, and documentation as guiding principles to identify, understand and support language learning, the project explored how learning opportunities can be created to allow children to progress on their language learning pathway, taking into account the various dimensions and uses of the languages that make up a child's linguistic repertoire. The outcomes from this project will be further exemplified through practical example from a range of different educational contexts which show that the implementation of these approaches can be embedded as part the daily classroom practices within any setting or educational system.

Inge Birnie is a senior lecturer in the Institute of Education, where her research focuses on (minority) language learning and teaching in the early years and supporting teachers and educators in enacting multilingual practices in their classrooms and settings. She was the coordinator of the ECML PALINGUI - Making Language Learning Pathways Visible for Young Children - which promotes the inclusion of all languages within the formal education system through observation, documentation and assessment.

Parents influencing children's learning of heritage languages

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The UK offers a fascinating context to explore multilingualism in its different facets, yet languages are still in decline in schools (British Council, 2020). Recent studies have shown that more than 20% of children in primary schools have a home language other than English. This translates to approximately 1.5 million children and more than 300 different languages (School Census, 2021).

Unfortunately, most of these children do not take official examinations during their school life in their home language (British Council, 2023). Many parents believe that knowing English is the key to academic success since English has become the global language in politics, technology, business or science (Salomone, 2022). Do parents prioritise the learning of English for their children in the above context? Research has evidenced the "strong influence that parents have in their children's learning of multiple languages" (Mushi, 2021: 3517). This paper looks at the impact of parents' practices that influence their children's learning of heritage languages. Ultimately, the hypothesis is that if parents were aware of the impact they make on their children's development and recent research findings, they would be more conscious on their every day actions. To this end, more than 100 parents living in England and with children aged 0-5 (Early Years Foundation Stage) have participated in this study; and results are thought-provoking.

Rosa Alonso Pérez is a Senior Lecturer in Spanish and ESOL in the College of Business, Technology and Engineering at Sheffield Hallam University (UK). She is also one of the academic coordinators for the University Language Scheme and course leader for the BA in International Business (European Partnership Programme). Rosa has ample experience teaching foreign languages in higher education. She won a Pedagogic Innovation Fund for an interdisciplinary project that combined language learning and audiovisual translation with the use of specialist subtitling software. Her research interests lay in the field of foreign language teaching and learning through audiovisual translation, as well as language learning motivation, bilingualism and multilingualism, heritage language and family language policy.

Dr. Alicia Sánchez-Requena is currently working as Senior Lecturer in Spanish at Sheffield Hallam University (UK). She has developed a recent interest in multilingualism and heritage languages in early childhood. Her research background is on audiovisual translation in foreign language education, particularly in dubbing and accessibility. In the past, she has worked in higher education at Manchester Metropolitan University and the University of Chester; and in secondary education at the Royal Grammar School Guildford. She read Translation and Interpreting at the University of Granada and holds a MA degree in Applied Linguistics to Teaching Spanish as a Foreign Language at the University Antonio de Nebrija in Madrid.

Parents of Pre-primary School Children in Japan: Expectations of English Education

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This study delves into the fluctuations in parental expectations regarding English proficiency among Japanese pre-primary school children, examining the period both before and after the formal inclusion of English as a primary school subject in 2020. The study analyzed parental questionnaires from 2017 and 2023 for differences.

Data analysis revealed a noteworthy increase in parental expectations in 2023 compared to 2017 ($p < .05$). A more comprehensive examination unveiled a three-factor model comprising English affinity, multicultural understanding, and basic English ability. Parents were classified into three clusters: those with high expectations (HE), those anticipating proficiency beyond English, and those with low expectations (LE). A two-way analysis of variance was conducted to identify each cluster's characteristics, revealing four key interactions. In 2017, the HE group exhibited a greater fondness for English than the LE group ($F(2,183) = 3.65, p < .01$). In 2023, the LE group not only rated their English skills higher than other groups ($F(2,183) = 5.21, p < .01$) but also displayed significantly higher parental self-confidence in using English ($F(2,183) = 3.65, p < .001$) and reported less difficulty with English ($F(2,165) = 5.07, p < .01$).

The findings indicated that, in 2023, parents who perceived themselves as proficient, confident, and free from language struggles had lower expectations concerning English education for pre-primary children in all three factors. Conversely, in 2017, parents confident in their English abilities and fond of the language had higher expectations for their pre-primary school children. These results underscore distinctions observed between the two years, suggesting that the formal integration of English into primary schools may have influenced parental expectations.

Tomoko Hashimoto is an assistant professor at the Department of Child Psychology at Tokyo Future University (Tokyo, Japan). She is an applied linguist who focuses on the psychological aspects of language learning, especially English. She is currently investigating factors that promote English speech production of kindergarteners who attend an English immersion class [funded by a Japanese government grant (kaken)]. She is also interested in the motivation of teachers and teachers-in-training. Her publications include studies on young learners, English education, motivation, and cooperative learning.

Maiko Nakamura is a professor at the Department of Childhood Education at Felicia College (Tokyo, Japan). She is an educational clinical psychologist whose research focuses on the development of early childhood educators for a multicultural society. She is particularly interested in teaching methods, study support, and learning outcomes for non-native students who want to become early childhood educators to obtain child caregiver certification and kindergarten teaching licenses. She is also interested in factors that promote language acquisition in non-native children and students.

“Plonk, ribble, furt, gladdenboot"... we don't “(under)stand” it, right?”

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The paper presents the results of an experimental ice-breaking activity aimed at introducing a broader project focused on enhancing plurilingualism in the spirit of "éveil aux langues" (CARAP, 2012). The research is situated in a bilingual area in the North of Italy, where participating schools cater to a significant population of multilingual children (over 60%). The core activity involved the reading of "Du Iz Tak?", Carson Ellis' picture-book (2016). A distinctive feature of this book is the use of an invented language (the language of insects) to narrate the life cycle of a plant. The activity was carried out with four groups of learners ranging from preschool to the first two years of primary school. The proposed activities included listening comprehension exercises focusing on both the overall meaning of the story and the analysis of specific keywords, with an additional emphasis on stimulating language awareness. The study observed learners' comprehension strategies, and the results demonstrate that, despite the initial declaration of pupils expressing incomprehensibility with statements like "we don't “(under)stand” it, right?”, they were able to reconstruct the overall meaning of the story. Furthermore, they demonstrated the ability to manipulate lexical items, infer their meanings, and engage in reflection on languages. In summary, the activity, conducted in an unknown language that places all learners on an equal footing for language learning, has contributed to positively influencing both the classroom context and individual linguistic discomfort among learners (Cognini 2014; Iannaccaro 2019), especially for those with an international background.

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Pre-primary EFL in multilingual settings

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Changing migration patterns across the globe compel us to re-think public policies. Within a superdiversity approach (Vertovec, 2023), policies need to be sensitive to the complex emergent social configurations that characterise present day societies. This is especially salient in relation to education, particularly when considering language policies in multilingual settings (Kendall & Bigelow, 2018). Multilingual classrooms have become a new educational reality, where the need to take into account young children's heterogeneous identities and diverse literacy skills constitutes a challenge for educators (Foteini and Papadopoulou, 2022). Despite the increasing interest in the field of English as a foreign language (EFL) in early childhood education and care (ECEC), little attention has been paid to how educators perceive the challenge of introducing EFL at pre-primary level in multilingual classrooms. In this communication, we focus on the specific case of pre-primary education in Catalonia, where the decision about when to introduce EFL depends on the sociolinguistic context of each school (Generalitat de Catalunya, 2018). The non-compulsory nature of the introduction of EFL in pre-primary education in Catalonia, together with children's increasingly diverse linguistic and cultural backgrounds, compels us to rethink the convenience of introducing EFL at early stages depending on the particular context. This paper reports on preliminary findings of a qualitative study carried out with in-service teachers in different types of formal pre-primary school settings. In-depth, semi-structured interviews were conducted and analysed to investigate ECEC practitioners' beliefs and perspectives in relation to the implementation of EFL in early ages in their specific multilingual classroom contexts.

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Promoting children's plurilingual competence and metalinguistic awareness through translation-based tasks

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In the last few decades, there has been a renewed focus on the role of translation in language teaching in both theoretical and empirical studies (e.g. Cook, 2010; González-Davies & Ortínez, 2021; Kelly & Bruen, 2015; Kerr, 2014; Pintado Gutiérrez, 2021; Pym et al., 2013; Scarino, 2016). In this work, translation is reconceptualized as a typical form of language mediation and as one of the many multilingual activities that language users engage in. Scholars also recognize such activities as natural even for quite young language users (Malakoff & Hakuta, 1991). In the context of this renewed interest, this presentation will focus on showing how translation-based tasks can be used to: (i) develop young learners' mediation skills, (ii) develop their linguistic and metalinguistic competence, and (iii) promote the use of the learners' linguistic repertoires (including, but also going beyond the languages of schooling). The presentation is based on the conceptual and empirical work conducted as part of the larger research project MetaLearn (<https://www.hvl.no/en/research/project/metalearn/>), where translation-based tasks were used with young learners in Norway, aged 8-9 (Grade 3). We will present the design of the tasks, including its theoretical underpinnings, and illustrate the potential that such tasks offer through examples of classroom interactions recorded as the children were engaged with the tasks.

Monika Bader is Associate Professor of English linguistics and language didactics at Western Norway University of Applied Sciences. She has expertise in the fields of theoretical and applied linguistics on topics including the nature of linguistic knowledge, feedback practices, and acquisition of English as an additional language. Her current research interests focus on instructed L2 acquisition, particularly the role of metalinguistic awareness in additional language learning. At present, she is involved in the project "Education for plurilingualism: Metalinguistic awareness in early instructed language learning" (MetaLearn; <https://www.hvl.no/en/research/project/metalearn/>), financed by the Research Council of Norway (project number 303375).

Christine Möller-Omrani is an Associate Professor in English linguistics and language didactics at Western Norway University of Applied Sciences (HVL). Her main research interests include the acquisition of English as an additional language, bilingual education, and multilingualism in the instructional context. Currently, she is the principal investigator of the project "Education for plurilingualism: Metalinguistic awareness in early instructed language learning" (MetaLearn; <https://www.hvl.no/en/research/project/metalearn/>), which is financed by the Research Council of Norway in the period 2020-2026 (project number 303375). Möller-Omrani is also the coordinator of the research group "Analyzing and Assessing Linguistic Multicompetence" (AALM) at HVL.

Sandra Halverson. Department of foreign languages and translation; University of Agder. Sandra L. Halverson is employed at Agder University in Norway. Her research has centered on questions related to various areas of Translation Studies and Cognitive Linguistics, and she has published both empirical and theoretical/conceptual work. An overarching concern is the integration of insights from Cognitive Linguistics into Translation Studies, and she is currently working on hypotheses linking translational choices to specifics of cognitive representation and processing. Other long-term research interests are the epistemology of Translation Studies and research methodology. She was appointed CETRA Chair Professor for 2018 and is an external associate of the MC2 Lab and a member of the TREC and INTERACT networks.

Spanish as second Language in official Education: Perceptions about the Institutional Framework and the Pedagogical and Didactic Competence of Primary School Teachers in Castilla-La Mancha

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Current bilingualism policies and their implementation in school settings have opened a focus of attention in research. However, the teaching of Spanish as a second language, as well as Spanish as a language of instruction in pre-primary and primary education in Spain, continues to be a persistent problem that has not yet been studied in depth. This paper analyzes the perceptions and specialized training needs of primary school teachers regarding the legal framework and the pedagogical and didactic competence to teach Spanish as a second language in the territory of Castilla-La Mancha, a traditionally monolingual region whose linguistic landscape has varied enormously over the last few decades, incorporating not only different transatlantic varieties of Spanish, but also welcoming other languages of other non-Spanish-speaking migrant groups that have settled in the region, such as Moroccan Arabic, Romanian or Chinese. This paper aims, therefore, to elucidate the strengths and weaknesses of teachers when dealing with teaching situations in multilingual contexts during the process of learning the target language and content by non-Spanish-speaking immigrant students under the legal framework from which this type of teaching is provided. The research design is mixed, since quantitative and qualitative information is collected sequentially, and is exploratory and descriptive in nature. The data collection instruments consist, on the one hand, of a questionnaire composed of pre-coded or fixed-response questions and, on the other hand, open and structured interviews. The results describe a problematic educational context in the institutional, didactic, pedagogical and intercultural dimensions.

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Pilar Moreno Diez is Associate Professor in the Department of Hispanic and Classical Philology of the Faculty of Education of Ciudad Real, where she teaches the subjects of Applied Linguistics to Teaching and Language Didactics for the Degree in Primary Education. At the same time, she collaborates with the Language Center teaching Spanish as a foreign language. She has ten years of teaching and training experience in foreign language teaching and numerous accreditations for the evaluation and preparation for level exams of the Cervantes Institute.

Strengthening Teacher Preparation for Dual Language Learners through Translanguaging

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Dual Language Learners (DLLs), whose home language is other than English, make up 32 % of all young children in the United States and about 60 % of children (ages 0-8) in California. Despite this multilingual reality, languages other than English were banned in public schools in California from 1998 to 2016. Numerous studies validated the cognitive, social-emotional, and economic benefits of bilingualism for individuals and society, and bilingual education is now gaining momentum. However, studies stress the lack of adequate teacher preparation for early childhood educators who work with Dual Language Learners (DLLs). As a response, early childhood studies faculty developed a project in which translanguaging is embedded as a theoretical and pedagogical tool. Through this project, student teachers collaboratively develop a wide range of bilingual resources utilizing their full linguistic repertoire. Data sources include interviews and students' final reflections and work samples. Our data collection and analysis are still ongoing. During the paper presentation, students' learning and experiences in the project will be shared. This study contributes to teacher education by showcasing how faculty creates space for multilingualism, dismantling the English monolingual norm, and advocating for DLLs. Dual language learners will directly benefit from the teachers who construct more linguistically and culturally sustaining and equitable pedagogical space.

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 primary research interests include children's bilingualism and biliteracy, heritage language learning, translanguaging, and language policy and practice. She has published in international peer-reviewed journals such as Language and Education, Journal of Multilingual and Multicultural Development, Journal of Early Childhood Research, McGill Journal of Education, and Early Years.

Teachers' Assessment Literacy in Pre-primary Education.

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The main goal of this communication is to investigate to what extent knowledge about assessment transpires early childhood education teachers' educational practices in monolingual Spanish contexts, i.e. the main obstacles they encounter when dealing with language assessment issues, and their expertise in this area commonly known as "assessment literacy". The research is conducted using a qualitative study based on Grounded Theory, and on the basis of discussion groups carried out in several monolingual communities in Spain (Valencia, Madrid, Andalusia, Ceuta and Melilla). Consequently, an analysis of the main issues by means of the emergent and sub-emergent topics has been conducted using the MaxQDA tool to code the responses and reveal teachers' opinions and current practices. It is observed that teachers are challenged when carrying out the different evaluation processes, more specifically regarding oral development and early literacy, and in plurilingual contexts where several languages are present in the classroom. These difficulties tend to be biased by the different developmental stages inherent to very young learners at the pre-primary stage, and which makes the observation process more subjective, mainly due to the absence of clear assessment criteria, and the high number of students in these classrooms. It is concluded that more efforts are needed to reverse the poor preparation of early childhood education teachers in the challenging area of assessment.

Ana Otto holds a degree in English Studies, a Masters' Degree in Teaching English as a Foreign Language, and a PhD in Modern Languages and Education for her research on assessment practices in Madrid bilingual sections. She currently teaches English and Didactics at Complutense University. Her main research interests are Bilingual Education, Program Evaluation, Assessment and Early Childhood Education, in which she has published and lectured extensively. She is an active member of the MINECO Project LEyLA, and has recently co-edited the Handbook of CLIL in Pre-primary Education with Prof. Beatriz Cortina-Pérez.

Teachers' attitudes to foster multilingual language awareness in a French primary school

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Inclusion is the key word in our multilingual and multicultural societies, as we strive to find solutions to live better together. In this context, raising awareness among educational stakeholders about the importance of promoting students' multilingualism is becoming increasingly important. We will present the evolution of attitudes and perceptions of multilingualism among four teachers (who teach students aged 6 to 8) during an action research conducted since 2021 in an elementary school in the suburbs of Paris, where students speak around twenty different languages. Throughout the research, we observed the development of professional attitudes that consider the prior knowledge and skills of multilingual students. Data were collected through written questionnaires and oral interviews at the beginning of the research, as well as through focus groups at the end of the second year. The teachers worked on their own language biographies while guiding their students to do the same. This process revealed that awareness of language repertoire and psycho-affective attitudes towards languages (Adamzik & Roos, 2002, Moore, 2005, Busch, 2006, 2012) had professional implications for teachers and educational implications for students, including combating glottophobia (Blanchet 2016). In summary, this action research aims to transform teaching practices to incorporate multilingualism in educational inclusion.

Timea Kadas Pickel is an associate professor at the University of Paris 8 Vincennes- Saint-Denis. Previously she was a post-doctoral fellow at the University of Luxembourg and she has worked as a teacher (10-16 y.) of French as a second language in Mulhouse (France) for more than 10 years. She holds a PhD from the Universities of Strasbourg and Luxembourg on the successful integration of newcomer students in the French education system. Her research interests include second language learning and teaching, identity (re)construction, empowerment, newcomer students.

Ewa Lenart is an associate professor at the University of Paris 8 Vincennes- Saint-Denis. Her research concerns the acquisition of nominal determination procedures, the construction of the reference to entities in different types of discourse (story, description, free conversation), produced by two types of learners: child and adult. The languages concerned are French L1 and L2 and Polish L1. She is also interested in the acquisition of temporality by the same learners (connectedness, subordination, choice of perspective, aspectuality). Another part of her research focuses on the teaching and learning of foreign languages in primary school.

Teachers' perspectives on virtual exchange in early foreign language teaching

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Virtual exchange (VE) in language education is "the process of communicating in a shared foreign language (FL) and collaboratively learning with peers from different locations through the use of technology" (Dooly & Vinagre, 2021: 393). While research on VE in higher education has confirmed its benefits both for the development of students' FL and intercultural competence, and for enhancing teachers' professional development (O'Dowd, 2021), its application to young learner contexts is still underexplored. However, engaging in VE from an early age might foster language learning, instil in young learners a taste for meaningful FL use and interest in other speakers and cultures. It is essential, therefore, to equip teachers with the necessary competence to undertake VE in their classrooms. The present study describes the results of a large-scale survey designed to explore the perceptions of VE held by over one hundred early years foreign language trainees and in-service teachers. Drawing on research (Clavel-Arroitia et al, 2023), teacher educators from universities in Germany, Poland, Slovenia, Scotland and Spain designed an on-line questionnaire that was administered in their respective destinations. The results of the survey shed light on key dimensions of VE including participants' understanding and previous experience with VE, their insights into the challenges and benefits involved, and their perceived pedagogical and digital training needs. The findings pave the way for the creation of an online community to showcase examples of good practice and for the design of a teacher education module on VE in early FL teaching.

María Encarnación Carrillo García is Associate Professor at the Faculty of Education, University of Murcia, Spain, and holds a PhD in the teaching of children's literature for the learning of English as a foreign language. She is coordinator of the second year of the undergraduate degree in Early Childhood Education. Her main areas of research focus on the use of children's literature for learning English, neurodidactics and coeducation.

Florentina Nicolás-Conesa is an Associate Professor in the Faculty of Education at the University of Murcia in Spain. Her doctoral dissertation received the Best PhD Award by the Spanish Association for Applied Linguistics. Her main research interests focus on the language learning potential of L2 writing. She has published her work in prestigious peer-reviewed journals, such as The Modern Language Journal, International Journal of Bilingual Education and Bilingualism, or Studies in Second Language Learning and Teaching. She has also contributed to collective volumes published by De Gruyter Mouton, John Benjamins, Routledge, and Wiley.

Teaching oral language at intercultural educational contexts in Mexico

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Mexico is a multilingual country, however, teaching in intercultural environments is an issue that has gained strength in the last three decades. Teaching oral language, for example, seems to be a consistent challenge. This work arises from the latent need to work together with the teachers of these intercultural contexts in a really collaborative position. We want to know: Which are the changes in teachers' oral language teaching strategies and in students' oral language abilities from intercultural contexts, during and at the end of teachers' participation in a professional development program? Participatory action research was used in a sample of 12 teachers from elementary schools from the community of Putla, at Oaxaca, Mexico and 30 students from elementary school (6-12 years). Teachers participated in a PDP which included a digital instrument where they used a self-reflective digital instrument called EVALOESSD and had meetings with each other and with the researcher in order to constantly dialogue and collaborate between them, using conversational methodology as the main framework, in order to build different strategies for their communicative competence.

The findings show that both, teachers and students, improved their skills around oral communicative competence, transforming classes into spaces for communication, discussion and reflection on the language, using the diversity as a strength. Also, it reflects another way of investigating these spaces (different from how historically they have been researched), constructing together between teachers, bilingual community and researchers, the professional development programme and the strategies that helped them in their particular context which is challenging.

María Teresa Zarza Díaz. Elementary teacher working in the first grades of elementary school and also on preschool since 2012. At my master degree, I worked in the process of reading and writing at intercultural educative contexts in Mexico. Now, I am currently studying my PhD at Barcelona University, my project is called "Teaching oral language at intercultural educational contexts in Mexico". I am also currently working as a teacher at university contexts in Mexico, also with intercultural contexts, in order to train teachers how to teach with socio constructive methods and with intercultural and culturally sustained frameworks.

Dr. Ana Luisa Adam Alcocer, professor at Universitat de Barcelona, PhD in Psychology from Ramon Llull University. Degree in Preschool Education from the Normal School of Preschool Education, Mérida, Mexico. Professor of Psychology Faculty at University of Barcelona, member of the Department of Cognition and Development and the group of consolidated research Disability and Quality of Life: Educational Aspects and CLOD.

Teaching Spanish as L2 in multilingual settings: perceptions about linguistic training and plurilingual/ pluricultural competence of primary school teachers in Castilla-La Mancha

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Despite the focus of attention on research on bilingualism and its application in the school environment that current educational policies have opened up, the situation of the teaching of Spanish as a second language and as a language of instruction in early childhood and primary education in Spain still presents problematic aspects that deserve wider attention by researchers and Administration. This paper analyzes the perceptions about linguistic knowledge and the ability to implement it in the teaching of Spanish as a second language of primary school teachers in the region of Castilla-La Mancha, a traditionally monolingual territory that has only recently incorporated, in addition to new varieties of Spanish, other languages of non-Spanish-speaking migrant groups that have settled in the region, such as Moroccan Arabic, Romanian or Chinese. This work aims, therefore, to reveal teachers' perceptions, achievements and needs in relation to their knowledge of the different language levels and components, as well as their competence in dealing with teaching situations in multilingual and multicultural contexts. The research methodology presents a mixed design that combines quantitative and qualitative information and is exploratory and descriptive in nature. The information and data collection instruments consist, on the one hand, of a questionnaire composed of pre-coded or fixed-response questions and, on the other hand, of open and structured interviews. The results describe a problematic educational context in the aspects highlighted.

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Teleassessment and Shared-Reading Support Hong Kong Trilingual Children's Language Learning: An Intervention Study

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Teleassessment through remote testing methods has been developed as an alternative to traditional in-person assessment, with the COVID-19 pandemic amplifying this need (Kronenberger et al. 2021). This paper presents the results of teleassessment of low SES Cantonese-speaking children in Hong Kong learning English and Mandarin Chinese. Our study explores the possibility of using teleassessment to overcome logistic obstacles posed by face-to-face modality and evaluates the effectiveness of a shared-reading intervention for trilingual children at risk of language input deprivation. Via Zoom, we assessed English and Mandarin vocabulary in 120 Cantonese-English-Mandarin trilingual children aged 4-6, using standardized tests and story vocabulary measures adapted for teleassessment. 12 low SES families (Group1) then participated in an 8-week parent-child shared reading intervention, with dialogic reading training and Augmented Reality (AR)-enhanced trilingual materials. 9 matched families (Group2) received similar materials without AR/training. These children's story vocabulary was reassessed after the intervention. Initial results linked higher receptive vocabulary with more language exposure at home and greater maternal proficiency in English and Mandarin ($r_{ss} > .4, p < .05$), suggesting language input is critical in early language development. Post-intervention, Group1 demonstrated story vocabulary gains in both languages ($p < .01$), while Group2 showed no change, highlighting the benefits of parental training and AR in promoting shared reading. Enhanced Mandarin vocabulary growth correlated with increased shared-reading time ($r = .675, p = .008$), emphasizing the efficacy of shared reading for language development and the importance of intervention dosage. Overall, teleassessment is viable for assessing preschool children and our study demonstrated a promising trilingual shared-reading intervention with AR for at-risk children.

Jiangling Zhou is a Research Associate at the Department of Linguistics and Modern Languages at The Chinese University of Hong Kong. She is an experienced researcher in childhood bilingualism and trilingualism across local and international contexts. Her research interests include first and second language acquisition, bilingual language development and assessment, with a focus on both typically and atypically developing Chinese-speaking children.

Prof. Virginia Yip received her BA in Linguistics from the University of Texas at Austin and PhD in Linguistics from the University of Southern California. She is Director of Childhood Bilingualism Research Centre at CUHK, Co-Director of the Bilingualism and Language Disorders Laboratory at CUHK-Shenzhen Research Institute, Director of the Chinese University of Hong Kong-Peking University-University System of Taiwan Joint Research Centre for Language and Human Complexity and Co-Director of the University of Cambridge – Chinese University of Hong Kong Joint Laboratory for Bilingualism.

The association between inhibitory control and pragmatic competence: Pragmatic development of bilingual children's conversation relevance in verbal negation

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This study evaluates Conversation Relevance (CR) in verbal negation among Cantonese-speaking monolinguals and Cantonese-English bilinguals. The investigation explores the association between inhibitory control (IC) and pragmatic competence. Although the bilingual advantage of IC is well-supported, it remains unclear whether high IC benefits pragmatic competence in conversation, which often requires speakers to inhibit an egocentric impulse (e.g., shifting topic) to accommodate their addressee's interest (giving CR response). Given that bilinguals have greater IC, we hypothesize bilingual children produce responses with higher CR than monolinguals, particularly in verbal negation because negation processing requires high inhibitory control (Beltrán et al., 2019). Based on the Question Under Discussion model of discourse (Vallduví, 2017), we characterized CR as the contingency of theme (T) and rheme (R) between a child's negated response and the interlocutor's question. The analysis was conducted on 1324 negated utterances from three CHILDES corpora with bilingual and monolingual children aged 1;03-3;11 (Fletcher et al., 2000; Yip & Matthews, 2007).

The findings show that both monolinguals and bilinguals have a similar CR developmental trajectory. Before 20 months, children predominantly produce optimally relevant responses (congruent R-T) while giving a significant number of partially irrelevant responses (incongruent R-T) and few partially relevant responses (congruent R only), whereas CR gradually reaches maturity by 29 months. We also observed that bilinguals produce more high-CR responses than monolinguals, supporting our hypothesis. Additionally, CR is negatively associated with the number of alternatives in a statement that speakers need to negate, showing the relationship between CR and IC.

Danielle is a PhD candidate in Linguistics at The Chinese University of Hong Kong. Her research interests include language acquisition, pragmatics, semantics and psycholinguistics. Her ongoing project explores how monolingual and bilingual children may perceive and construct common ground differently. In the project, she formalises children's pragmatic developmental trajectories with naturalistic conversation and conducts behavioural study.

Prof. Virginia Yip received her BA in Linguistics from the University of Texas at Austin and PhD in Linguistics from the University of Southern California. She is Director of Childhood Bilingualism Research Centre at CUHK, Co-Director of the Bilingualism and Language Disorders Laboratory at CUHK-Shenzhen Research Institute, Director of the Chinese University of Hong Kong-Peking University-University System of Taiwan Joint Research Centre for Language and Human Complexity and Co-Director of the University of Cambridge – Chinese University of Hong Kong Joint Laboratory for Bilingualism.

The impact of literacy in Spanish as L1 into English acquisition as L2

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It is an innovative topic on the impact of reading and writing in Spanish on the learning process of English as a second language. This case study is concerned about how in Soacha (Cundinamarca – Colombia) students in early years at school do not have the opportunity to explore the English learning process in a favorable environment. Teachers who are currently teaching English in the elementary school levels do not even have a proficiency level and neither are not specialized in English language teaching. It is evident that there is a lack of knowledge in methodologies to guide the learning process in an accurately way. The main objective of this research is to establish how the method to read and write in Spanish as L1 affects the way students learn English as a L2. It was conducted in the third grade, with the participation of two hundred students and their related teachers. To gather information three instruments were used: 1) A structured teacher interview which let us identify the resources and methodologies teachers used to teach reading and writing. 2) LEE test, which allows us to indicate what are the strengths and weaknesses students have in some aspects of reading and writing process. 3) A well-known test: "The Starter" from Cambridge", that establishes the English level for kids in a non-native student. The initial results showed how students had different problems in the reading and writing skills in Spanish as L1, as well as they presented difficulties in interpreting reading and writing in English as L2.

Rocío del Pilar Velasco is a PhD student in the field of didactics of languages and their literatures in the program of Education at the University of Granada. She has worked as an English teacher for more than 20 years with all possible school grades, preschool to high school grades in Bogotá and Soacha town in Colombia. During this time, she has led some researches about reading and writing process in L1 and L2, also students' behavior and their learning process studies. Her interest and background have given her the opportunity to collaborate with some private schools for training English teacher and bilingualism process at school.

Cristina del Moral Barrigüete is a Permanent Professor and Researcher in the Didactics of Language and Literature at the University of Granada. She is a member of the ÉTIMO Research Group (HUM-508), whose main lines of research are related to the teaching and learning of Spanish language and literature, the study of vocabulary, the development of curricular materials for languages and its literatures teaching and the design of methodological strategies for the teaching and learning enrichment of the communicative competence. She coordinates several teaching innovation research projects on the observation and practical implementation of theatre techniques and organize drama workshops for educators at the Faculty of Education Sciences in collaboration with different cultural associations in Granada. She also participates in national research projects on the training of critical readers and non-fictional readings.

The Interview as a Formative Research Tool for Pre-service Teacher Training in the Field of Plurilingualism and Second Language Learning

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To advocate for plurilingual education, ensuring the preservation of all students' rights regardless of their home language and culture, teachers must generate an awareness of the intricate linguistic ecosystem in which they operate (Chumak-Horbatsch, 2019). This communication presents a reflective activity designed to enhance pre-service teachers' awareness of linguistic diversity within the ecosystem. The activity involves conducting interviews with individuals who have experienced complex language acquisition. This task is performed in the mandatory subject Learning Languages and Literacy 2, in the third year of Early Childhood Education studies at the University of Girona.

Through the interviews, students are asked to uncover the interviewee's academic and informal learning strategies, emotions, and conceptualisations related to language acquisition. Subsequently, in working groups of four, they compare and analyse these findings through a theoretical framework. Acknowledging the need to scrutinise pre-service teachers' beliefs, knowledge and representations, and their potential transformation, given their influence on decision-making in teaching performance (Pérez-Peix & Sánchez-Quintana, 2019), we propose exploring the interview as a formative research tool in pre-service teacher training, particularly within the realms of plurilingualism and second language acquisition. Thirty interviews, conducted over the last two academic years (2022/23 and 2023/24) with adults who learned a second language during compulsory primary or secondary school, are systematised using the Atlas.ti program. The results are then triangulated with the students' subsequent analyses, revealing the nature of reflections developed by the teacher students based on the provided information and how they integrate, nuance, discuss, and reject these insights.

*Karo Kunde is a Serra Hunter Tenure-eligible-lecturer for Didactics of Language and Literature (Second Language) at the University of Girona, where she teaches classes in the major for future preschool and primary English teachers. She is a member of GREPAI (Research Group in Education for Heritage and Intermedia Arts) of the UdG. Her research interests are picturebooks and their benefits for literacy acquisition as well as teaching strategies to promote preschool and primary school pupil's plurilingual competences. Her chapter *Wimmelbooks: authentic materials to foster language acquisition* (Masgrau-Juanola & Kunde, in press) will be published this year in Routledge.*

The Learning Tasks Cube: A Didactic tool for the Early Childhood Classroom

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After the implementation of bilingualism in Spain, several studies have highlighted the shortages of the national and regional (Andalusian) educational system in Spain (Ortega, 2015; Travé, 2016, Durán, 2019; López et al., 2019; Montero y Belmonte, 2020; Lorenzo y Granados, 2020). Some of the needs identified by teachers include strategies and tested resources that promote second language learning in early childhood education.

This study presents an innovative collection of activities designed for use in the English classroom at the Preschool level. These activities form a useful classroom resource called the *Learning Tasks Cube*; a didactic proposal under a PhD. Project at the University of Cadiz. This teaching intervention is based on Psycholinguistics techniques (the Paired Associates Learning) and falls within the framework of Instructed Second Language Acquisition (ISLA). The activities will be presented in a dynamic and practical way while the theoretical framework is described according to the latest research in Psycholinguistics (Loewen y Sato, 2017).

Juan Andrés is an English teacher. He has worked in Preschool since 2010 at Madre de Dios School. He also teaches Pedagogy and Didactics at the IS CRA-San Dionisio (2019, Faculty of Theology of Seville). He is a current PhD. student (3rd year) in Applied Linguistics at the University of Cadiz. He is a member of Ellmenet, an international workteam focused on research about early language learning and multilingual education. He also collaborates with Red-Educativa DIM-EDU and Grupo Comunicar.

The levelling effect of CLIL: a study of the development of executive functions through bilingualism in CLIL as a means towards academic excellence amongst students of low SES

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Students' socioeconomic status (SES) has been proven to have a determining influence on their wellbeing and academic achievement (AA): students from low SES contexts show weaker AA. As a way to mediate this relationship, existing literature has highlighted the mediating role of a set of cognitive skills known as executive functions (EF), which, according to current research, can be developed through bilingualism, a promising factor for EF development, particularly influential if applied during the early stages of primary education. However, further research is required regarding the nature and extent of the impact of bilingualism in general, and as offered by CLIL (Content and Language Integrated Learning) programs in particular, on the development of these EFs. This study, through a reduced sample of 30 students from two primary and secondary bilingual schools in Madrid, will apply three cognitive tests to measure the development, or lack thereof, of (i) inhibition, (ii) working memory, and (iii) cognitive flexibility/shifting. Our hypothesis leans towards two main findings: (i) there will be a general noticeable development of EFs due to the exposure of bilingualism, and (ii) this development will be more pronounced in low-level SES students than in their counterparts. By examining the ways in which bilingualism could potentially affect EFs and, consequently, children's wellbeing and future academic achievement, this paper aims to shed light on the effects of bilingualism on children's EF development.

María Teresa Agulló is a PhD student at the University of Alcalá (Madrid). Graduated in English Philology by the University of Alicante with 'Premio Extraordinario Fin de Carrera', she finished her Master's Degree on Spanish and English as a Second Language/Foreign Language at the same University. María Teresa is now finishing her second year of her PhD at the University of Alcalá as part of the Lenguas Modernas: investigación en lingüística, literatura, cultura y traducción program. Additionally, María Teresa is also a beneficiary of the grant known as 'FPU' o 'Ayuda para la formación de profesorado universitario' from the University of Alcalá.

The relationship between bilingualism and children's social emotional wellbeing

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In recent years, Harmonious Bilingual Development has gained interest, focusing on the broader connections between bilingual experiences and family well-being. This study, examining parental and child bilingual experiences, introduces a framework for a harmonious bilingual experience addressing three main aspects: the influence of parental bilingual proficiency and their perceptions of bilingual language use, the impact of parental language use on children's own language usage, literacy activities, and the size of their bilingual receptive vocabularies, the relationship between children's bilingual experiences and proficiency and their overall well-being. The study involved 123 parents of English-Mandarin bilingual children aged 4-5. Parents completed questionnaires on bilingualism perceptions, home environment, and reported social and emotional skills. The Strengths and Difficulties Questionnaire assessed both children's and parents' skills. English and Mandarin receptive vocabulary sizes were determined, and nonverbal intelligence was assessed with Raven's Colored Progressive Matrices. Results supported the proposed framework, highlighting the impact of parental bilingual proficiency on language use. Parental language use influenced children's language usage, literacy activities, and receptive vocabularies in both languages. Children's bilingual experiences correlated with their social and emotional skills, independent of parental influence. Stronger language skills and frequent bilingual reading related to enhanced prosocial skills, while a higher number of children's books predicted lower overall difficulty, including peer relationship problems.

SUN He is an Education Research Scientist at the National Institute of Education, Nanyang Technological University, Singapore. She has been trained in China, the US, and the Netherlands as an applied linguist. 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, and has been featured by media, such as Straits Times and CNA. She is an Associate Editor of the Journal of Child Language.

The Role of Culture in the Primary Bilingual Classroom

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En el ámbito educativo actual, se reconoce la importancia fundamental del componente cultural en la enseñanza de idiomas. El sistema educativo desempeña un papel crucial en la transmisión de valores y costumbres desde la infancia, contribuyendo a la formación de identidades culturales y el rol de los docentes es clave en este proceso, fomentando el respeto a través de este conocimiento cultural. En este sentido, se analiza la adecuación de la formación cultural, siguiendo el esquema de elementos socio-culturales del MCERL, que reciben los futuros profesores de inglés durante sus estudios universitarios. La asignatura "Cultura y civilización inglesa" en la Mención de inglés en Educación Primaria sirve como ejemplo para este fin. Con una duración de 60 horas, se imparte en modalidades presencial y semipresencial, abordando aspectos culturales de países anglófonos, así como temas relacionados con el imperialismo y la cultura popular además de ahondar en las creencias, valores y actitudes asociados con elementos culturales. El análisis busca destacar la importancia de la formación cultural para los futuros docentes de inglés, enfatizando sus beneficios en la práctica docente y señalando posibles limitaciones en los planes de estudio actuales. Se subraya la necesidad de una formación integral que combine teoría y práctica, adaptándose a diferentes formatos educativos.

M^a Del Mar Sánchez Bover is Vice-Dean of Languages and Director of the Bachelor's Degree in Translation and at the Faculty of Education of the Catholic University of Murcia. She holds a degree in English Philology from the University of Murcia and is a researcher on the role of culture in the primary classroom in bilingual and non-bilingual schools. Trainer for more than 25 years in the world of teaching and a great enthusiast in entrepreneurship projects for teaching and administrative staff at the Ucam.

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The STEM-CLIL binomial

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STEM/STEAM education (Science, Technology, Engineering and Mathematics and Science, Technology, Engineering, Arts and Mathematics, respectively) and the CLIL approach (Content and Language Integrated Learning) share methodological principles that contribute to the development of the transversal competencies of the 21st century. An Educational Innovation Project (PIE) is presented, which proposes a teaching and learning model in higher education from a perspective of cooperation between disciplines and faculty. The objective is that students improve their competences to design CLIL lesson plans through the transversal learning of the methodological principles involved in STEM/STEAM teaching/learning at the Primary Education stage. In practice, STEM/STEAM education is consistent with the inclusive nature of CLIL (Sanz et al., 2023) and both are associated with constructivist learning models by promoting an innovative mindset in current generations (OECD, 2019) and in line with the key competences described in the Spanish education law (LOMLOE).

STEAM teaching under a CLIL approach requires initial teacher training capable of fostering the transversal development of competencies that enable the CLIL teacher to develop quality bilingual teaching. In this sense lesson planning is presented as a catalyst capable of structuring and integrating the set of competencies and methodological principles present in the STEAM and CLIL educational approaches.

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"This is amazing I now know more Portuguese than French": The repercussions of using Pluarlistic Approaches in the English as an Additional Language Classroom

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As additional language education moves away from a traditional approach based in monolingualism more research becomes available regarding approaches that utilize multiple languages in language education. One specific methodology is termed Plurilingual Education and is predominantly explored in the European context where there are language education policies in place that nourish the multilingual environment. Metalinguistic awareness has been described to facilitate additional language learning and is recognized as a key component to the plurilingual methodology. Yet, explanations of the relationship between metalinguistic awareness and pluralistic approaches ought to be further explored to highlight how they interact. For example, intercomprehension is an action of applying language awareness to the comprehension of unstudied languages that are linguistically related to a person's linguistic repertoire. This is feasible through metalinguistic awareness which is intrinsically connected to cognition and metacognition. Additionally, there is a skepticism that this methodology would promote favor of one language over another in a multilingual setting despite the use of multiple languages in its practice. In this discussion we address these issues by looking at a qualitative study completed with young multilingual participants in Barcelona, Spain. Data was collected through pre and post questionnaires, written surveys, and audio recordings of small group discussions. We observed that during different activities based on pluralistic approaches students used cognitive strategies such as comparison, inferencing, deduction, and grouping. Future research that is focused on early literacy development with a plurilingual education would potentially be able to provide further insight into understanding emergent metalinguistic awareness.

Kevin Randall Steil is a doctoral student and adjunct professor in the Faculty of Education at the University of Barcelona with specialization in additional language education for young language learners. With a background in additional language education, recent research interests have included the implications Pluralistic Approaches has on metalinguistic awareness in formal additional language education for young learners. Currently a member of the research group PLURAL, which does research in plurilingual education in Barcelona, Spain.

Encarnación Carrasco Perea is an associate professor in Didactics of Language and Literature for the Faculty of Education at the University of Barcelona. Encarnación has a Franco-Spanish academic and research career based in the field of language learning and teaching as well as in teacher training. Throughout her career she has participated in numerous international, national, and local research projects focused on plurilingual education and has many publications regarding Intercomprehension.

TinyTalkers: Innovating English Teaching in Early Childhood

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TinyTalkers is an innovative teaching method that integrates the Spanish curriculum with English learning, focusing on phonics for Spanish-speaking children. TinyTalkers addresses the specific challenges Spanish-speaking children face when learning English phonics.

The method is based on a multisensory and playful philosophy, promoting an enriching educational experience that supports linguistic, cognitive, and emotional development. TinyTalkers integrates sensory exploration and active interaction to facilitate learning basic sounds, word construction, and initial reading. It also aligns with the official Spanish curriculum, ensuring students acquire English skills while reinforcing their knowledge in other academic areas.

TinyTalkers stands out for its personalized approach, adapting to the individual needs of each child and promoting active family participation.

In the workshop, she will present the teaching materials used in TinyTalkers classes, providing a practical view of how the method's principles are applied in the classroom. The goal of TinyTalkers is to inspire a new generation of competent readers and writers, equipping them with the necessary skills to succeed in school and beyond while fostering an appreciation for cultural diversity and the power of language.

Nathalie Sitharam, originally from the Netherlands, holds a background in Social Education. With over 11 years of experience in childcare, Nathalie began her career in Spain in 2013, working in a British nursery. She later transitioned to roles as a teacher at Helen Doron English School, where she furthered her expertise in language education. Additionally, Nathalie has contributed as a reader for Oxford University Press. Nathalie's entrepreneurial journey began with "English in a Box," which laid the foundation for her current project, TinyTalkers. Combining her passion for English language instruction with a deep appreciation for cultural diversity, she innovates within early childhood education. Nathalie is dedicated to fostering multilingual proficiency and cultural awareness among young learners, embodying her educational philosophy in her ongoing work.

Unveiling children's perspectives of multilingualism through language portraits: Insights from a Polish pre-school in Melbourne

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Dr. Piotr **Romanowski** (*Faculty of Applied Linguistics, the University of Warsaw*) p.romanowski@uw.edu.pl

This paper aims to identify the manifestations of language-based agency in six-year-old children raised in transnational families in Australia. The focal group comprises four pre-schoolers engaged in various hands-on activities organised by their kindergarten teacher at one of the Polish Saturday Schools in Melbourne. Their shared interest in sports and play serves as a catalyst for enhancing communication in Polish – their heritage language (Romanowski 2021). While creating language portraits, they reveal the details about their identity (Busch 2006) and offer insights into the truncated diversity of their linguistic repertoires (Blommaert 2010). The pre-schoolers participating in the study unveil the overall picture of their family language policies by visualising their repertoires in the language portraits and verbalising them in the interviews that followed. Although the children's opinions are largely influenced by their parents' discourses, and considering that parents do not usually discuss their family language policies with them, the young participants provide valuable and reliable perspectives on language management in their homes. Furthermore, they exhibit their agency in shaping family language policies, which are yet to be co-constructed by all family members (Kopeliovich 2013, Fogle & King 2013). Our findings confirm that while parents' language policies might be influential, children's agency is manifested in how they receive and respond to parental input.

Emilia Wąsikiewicz-Firlej (D. Lit. in linguistics, PhD in applied linguistics, MA in English studies) is an Associate Professor at the Department of Ecolinguistics and Communicology at Adam Mickiewicz University in Poznań (Poland). Her research interests are in ecolinguistics, professional and intercultural communication, multilingualism and family language policy. In 2020-2023, she worked as a key researcher in the international project MaMLiSE - Majority and Minority Languages in School Environment (mamlise.amu.edu.pl), funded by the Erasmus+ Strategic Partnership Programme in the school education sector.

Dr. Piotr Romanowski is an Associate Professor at the Faculty of Applied Linguistics at the University of Warsaw. He is the Director of a newly established Master's Programme in Applied Multilingual and Multicultural Studies. His academic interests are at the intersection of multilingual education and sociolinguistics. He is the chief editor of the Journal of Multilingual Theories and Practices and the book series Language Learning and Multilingualism. He is the founding member of MultiLingNet. In the academic year 2022/23 he was a Research Fellow at University College London.

Using Augmented Reality (AR)-compatible storybooks as input to support Hong Kong trilingual children's early language learning

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Augmented reality (AR) has emerged as an innovative tool in educational technology to enhance the input for early immersive and interactive language learning, especially for preschool and school aged children (Topsakal and Topsakal, 2019; Roumba and Nicolaidou, 2022). As part of a knowledge transfer project promoting biliteracy and trilingualism in Hong Kong trilingual children, we created AR materials for an eBook, *The Rainbow Field* (Chan, 2017) with AR pop-up items and animal characters that displayed names in written English and Chinese. A special feature of the AR design is interactive elements that engage children's attention, featuring animal characters with lively voiceovers in three spoken languages, namely Cantonese, English, and Mandarin using onomatopoeia with relevant nouns, verbs, and adjectives. The AR experience also allows children to virtually "hold" these animal characters so that they can view them from various angles and establish associations between sounds and meanings. In addition, the AR setup incorporates an activity that invites children to provide voiceovers for an animal character in the three target languages, encouraging them to produce the sounds and unleash their creativity. This activity proved to be successful and effective in engaging children's attention and facilitating their language learning. Our research personnel then provided feedback and encouragement for the children's voiceover attempts, fostering a supportive learning environment. We will evaluate the effectiveness of using AR in engaging preschool children's attention and improving their proficiency in a multilingual education setting based on the feedback from parents and results of a vocabulary test.

Carleon Mendoza is a passionate PhD student in Linguistics at the Chinese University of Hong Kong. With a unique background as a Filipino born and raised in Hong Kong, Carleon brings a diverse perspective to his research. He is particularly interested in supporting language development and preserving cultural identity among local Chinese children and ethnic minorities. In addition to his academic pursuits, Carleon has valuable experience as an English teacher for Hong Kong preschool aged children. His dedication to understanding the challenges faced by individuals from different cultural backgrounds drives his commitment to making a positive impact in multicultural societies.

Jiangling Zhou is a Research Associate at the Department of Linguistics and Modern Languages at The Chinese University of Hong Kong. She is an experienced researcher in childhood bilingualism and trilingualism across local and international contexts. Her research interests include first and second language acquisition, bilingual language development and assessment, with a focus on both typically and atypically developing Chinese-speaking children.

Prof. Virginia Yip received her BA in Linguistics from the University of Texas at Austin and PhD in Linguistics from the University of Southern California. She is Director of Childhood Bilingualism Research Centre at CUHK, Co-Director of the Bilingualism.

Vocabulary learning in L2 Italian: What is the influence of the linguistic environment at school and the cultural and linguistic background of families on semantic development among preschoolers?

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Previous studies have highlighted the influence of cultural heritage in monolingual children (McGregor et al., 2018) and of distributed language experience in bilingual children (Shivabasappa et al., 2019: 2363) on the structure of their lexicon, for instance referring to the typical or more frequent items produced for a specific semantic category in different languages.

However, it has been argued that higher exposure to the L2 at school may lead sequential bilingual primary school-aged children to a more uniform production of typical items for semantic categories in their L2, regardless of the degree of agreement on typicality in their L1 (Shivabasappa et al., 2017: 1587).

In case of heritage sequential bilingual children (Montrul, 2023: 73), many factors can influence the amount and the quality of L1 and L2 input at home (Cheung et al., 2019: 987-988) and, consequently, the vocabulary development in each language. Moreover, when children start preschool, the amount of the majority language input usually increases and its quality varies through activities and routines.

The present study aims to outline the influence of both the majority language input in the preschool and of the linguistic and cultural family background on category structure and semantic lexicon in L2 Italian.

A semantic category fluency task with the categories food and animals (Shivabasappa et al., 2017; McGregor et al., 2018; Unsworth et al., 2019) is performed among heritage bilingual preschoolers with typologically different L1s. Preliminary results and potential educational implications for teachers will be presented.

Karin Zambonati is a PhD student in Language Sciences at the Ca' Foscari University of Venice (Italy). Her doctoral research focuses on the acquisition and teaching of Italian as a second language for primary school-aged children with a migratory background. Her research interests include bi- and multilingualism, L2/L3 acquisition, psycholinguistics, and L2/FL teaching and learning in preschool and primary school age.

What's in the name? An analysis of the linguistic landscape in Cracow through the lens of private kindergarten's names and signage

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For the last decade, there has been a growing interest in the study of the linguistic landscape, i.e., texts and visual information, signs, images, etc. (Cenoz & Gorter, 2023) as it reflects the context in which different languages are used, and their social and political underpinnings, particularly with respect to the global language English (Blommaert, 2023). The paper aims to showcase that the changing linguistic landscape in Poland is transitioning from dominantly monolingual to more multilingual. The data comprises 30 photographs of public advertisements for private kindergartens in Cracow, Poland. The focus of the private kindergartens has been dictated by the fact that in line with neoliberal rule they arise numerously due to parental demand. The analysis of kindergarten names, which are often given in English, enables to observe whom they are addressed at, who the parents are as prospective clients. The preliminary analysis shows that depending on the neighborhood the pictures have been taken in, a different role is ascribed to the role of English in its educational offer: it responds to parental aspirations in the still largely monolingual families or is aimed at language maintenance in international families. This finding allows to conclude that the social divide in respect of early language learning starts already at the kindergarten level.

Joanna Rokita-Jaśkow, PhD, is Associate Professor of Applied Linguistics at Pedagogical University of Cracow, Poland, where she holds a Chair for ELT. Her main research interests concern EFL teacher education and early foreign language learning. She is an author/editor of 6 books and over 50 articles in refereed journals and monographs on these topics. Her most recent book is titled: Facing diversity in child foreign language education (co-edited with Agata Wolanin, Springer, 2021), Currently, she is a Vice-chair of the Early Language Learning Research Association and the convener of its inaugural conference in April, 2024.

Wonder Books in Wonder Languages to promote multilingualism

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This presentation analyses a pilot project which aims to promote languages and multiculturalism across the city of Leeds (West Yorkshire, England).

Whilst there is a strong monolingual mindset in Britain, this does not reflect the multicultural reality seen on the streets. In Leeds there are more than 170 languages spoken across the city, however, there is no visibility of the multilingual composition of the region. In November 2023, Leeds Language Week was launched to present a wide range of educational opportunities within schools and the community to encourage language learning and raise awareness of the rich language diversity of the city, with a particular focus on young learners. In this presentation we will discuss the range of activities and its reception with a focus on the initiative Wonder Stories in Wonder Languages, developed in partnership with Leeds Libraries, which offered a first multilingual educational experience for under 5s.

Bettina Hermoso-Gómez studied English Philology at the University of Málaga and continued her postgraduate studies at the Universidad Antonio de Nebrija. She also holds a PGCE in MFL. She has worked at different HE institutions such as The University of Manchester, the Open University as well as different roles at the Instituto Cervantes. Currently she is a Lecturer in Spanish at the University of Leeds as well as director of Routes into Languages in Yorkshire and Humberside. She is the co-founder of the journal The Language Scholar and member of the Centre for Excellence in Language Teaching.

Sofia Martinho is an Associate Professor in Portuguese at the University of Leeds where she has taught Portuguese from absolute beginners to advance levels as well as Portuguese and Lusophone Literatures and Cultures since 2008. Sofia is a Fellow of the Higher Education Academy and her scholarship focuses in the areas of digital literacies for language learning and the use of digital tools to develop MFL speaking skills in particular. Since 2017, Sofia is the President of TROPO UK, the Association of Researchers and Teachers of Portuguese Language in the UK.

Young children's multilingualism and multiliteracy in diverse families in Iceland

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Dr. Kristín **Jónsdóttir** (School of Education, University of Iceland) kjons@hi.is

Migration to Iceland has grown rapidly in recent years and this has had an impact on society as well as the education system. This paper draws on the qualitative research project, Language policies and practices of diverse immigrant families in Iceland and their implications for education (LPP). It aims to explore the language policies of the families, and families' experiences of negotiating the bi- and multilingualism of their children.

The theoretical framework includes writings on family language policy, such as Spolsky's (2019) three components of family language policy: 1) language practices; 2) language beliefs or ideology; and 3) language management. According to Schwartz & Vershik (2013), families face various challenges in their attempt to bring up a bilingual or a multilingual child. Even in these challenging circumstances, some families do succeed in holding on to their heritage language and using it with their children. The LPP project involves 16 immigrant families, who have diverse languages and educational and socio-economic backgrounds, their children, as well as the children's teachers and principals at preschool and compulsory school levels. Methods included semi-structured interviews with the parents, teachers and principals. This paper presents findings from interviews with parents of young children, participating in the project. The findings indicate that families implement their diverse policies in different ways. Many factors restrain their efforts and thus, family language policies also change over time. Children from early on start to exert their agency in their language use and affect the development of the family language policy.

Dr Hanna Ragnarsdóttir is Professor at the School of Education, University of Iceland. 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. She has published numerous peer reviewed articles and altogether eight books. <https://orcid.org/0000-0002-8878-7498>

Dr Kristín Jónsdóttir is an associate professor at Faculty of Education and Pedagogy at School of Education, University of Iceland. She has been a teacher and principal in compulsory schools, and a teacher and head of Faculty at UI. Her main research areas are home-school relations, parental involvement, school development and general didactics and pedagogy.

Young language learners' attitudes to writing in English

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Writing is an important skill, often neglected at the very beginning of formal L2 learning due to the perception that it might be difficult or even cause interference with the acquisition of L1 literacy skills (Shin & Crandall, 2014). However, there are benefits to teaching writing early on, such as raising awareness of the English spelling system, which is particularly important given its specificity. Another advantage is related to children's willingness to write in English as well as to the positive influence that writing in L2 seems to have on developing early L1 literacy skills (Vickov, 2006). However, studies investigating young language learners' (YLLs') attitudes to writing in English at an early age are very scarce. The aim of the present study is to gain insight into the attitudes of Croatian YLLs in the first two years of primary school (aged 7-8) towards writing in English. For that purpose, sixty Croatian YLLs completed a structured questionnaire, which was complemented by focus group interviews conducted with 10 of the participants. The results are in line with the abovementioned findings which suggest that young learners are very motivated for writing in English. With respect to the complexity and high demands posed by developing writing skills in EFL, the obtained results are expected to trigger further research in the area of writing in EFL at an early school age. They also have important practical implications, particularly with regard to designing guidelines for developing writing skills in English with young language learners.

Gloria Vickov is a full professor of second language acquisition at the Faculty of Humanities and Social Sciences, University of Split, Croatia. Her research interests include early SLA, pragmatics, intercultural learning, L1 culture in SLA and L2 teacher education. She also lectures at Studies of Doctoral Programme at the Faculty of Humanities and Social Sciences, University of Split. For more information see: <http://bib.irb.hr/listaradova?autor=270024&lang=EN>

Eva Jakupčević is a senior research and teaching assistant at the University of Split, Croatia. Her research interests include the pragmatic competence of young language learners and English language textbooks for young learners. She has published several papers and co-authored a volume (in Croatian) on writing in early English language learning.

WORKSHOPS



Workshop

English Day in 'Colegio Estudio' - A 'learning by doing and playing' approach

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A hands-on workshop aimed to present one of our 'star' activities of the year: 'English Day'. A day when our students become travellers, get to visit five different English speaking countries and do workshops at each one of them.

Attendants to this workshop will have the chance to live part of this experience like our own children do and will also have an understanding of our interesting approach to language teaching.

Colegio Estudio is a school born from the Instituto Escuela and heritage of the Institución Libre de Enseñanza. Our students enjoy a kind teaching atmosphere with a holistic approach, where learning by doing, playing and outdoor activities are the day-by-day school life. Language teaching in Early Years and Primary is mostly oral and our key objective is for our students to build a positive bond with language learning.

Mónica Martínez. I am currently the English Head for Early Years and Primary and teach English to 6 and 7-year-olds in Colegio Estudio, Madrid.

I have experience in Teacher training at the Comunidad de Madrid and also mentor university students every year.

I started my teaching career 9 years ago in London, UK, where I had the opportunity to be a Class Teacher and receive high quality training for Newly Qualified Teachers at the Pioneer Academy.

I am an English Specialist with the Grado de Educación Primaria by UNIR, also have the Expert modality of the Masters en Innovación Educativa by the University of Carlos III and Expert en Inteligencia Emocional en la relación profesor-alumnos by the University of Rey Juan Carlos.

Workshop

CLIL lesson plan with a STEAM focus at the pre-primary classroom

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Content and Language Integrated Learning (CLIL) and Mathematics y Science, Technology, Engineering, Arts and Mathematics (STEAM) are two approaches that share methodological principles. These methodological principles are the foundations of pre-primary education. This symbiotic relationship is the basis of this workshop that presents a CLIL lesson plan with a STEAM focus, designed to be implemented in a 5-year-old class, including a practical application of the two approaches. Two student teachers will explain and demonstrate how to deal with the academic language, the scientific content and how to cater for the diversity of students at this age. Besides, adequate development of critical thinking and the resources to promote learning situations based on challenges will be modelled and presented. Finally, the workshop will provide with examples of assessment strategies and tools to provide formative and summative assessment of the content process and language in the pre-primary STEAM-CLIL classroom.

Magdalena Custodio Espinar received her PhD in Education in 2018 from Complutense University of Madrid and received the Extraordinary Doctorate Award in 2019. She was Technical Advisory Teacher for the Regional Ministry of Education, Madrid, Spain, and has provided in-service and pre-service teacher training in numerous courses. She has extensively published her research on bilingual education and CLIL in indexed scientific journals and reputed publishing houses. She has been invited as a visiting scholar in prestigious universities, such as Granada University, the University of Castile La Mancha, and the Yokohama City University, Yokohama, Japan, where she is honorary member of the Japan CLIL Pedagogy Association (J-CLIL). Currently, she is teaching and researching in the Faculty of Human and Social Sciences at Comillas Pontifical University. Research interests include teacher training, didactic programming, CLIL, FLT, ELT, EMI, and co-teaching.

Marta is a student teacher at Comillas Pontifical University. She is studying the degree in Pre-Primary Education and has taken a course on CLIL with a STEAM focus. As a result, she has developed the competencies necessary to desing STEM-CLIL lesson plans for the pre-primary classroom.

Ángela is a student teacher at Comillas Pontifical University. She is studying the degree in Pre-Primary Education and has taken a course on CLIL with a STEAM focus. As a result, she has developed the competencies necessary to desing STEM-CLIL lesson plans for the pre-primary classroom.

Workshop

"TinyTalkers: Innovating English Teaching in Early Childhood"

Natalie **Sitharam** (Freelance) nathaliesitaram@gmail.com

TinyTalkers is an innovative teaching method that integrates the Spanish curriculum with English learning, focusing on phonics for Spanish-speaking children. TinyTalkers addresses the specific challenges Spanish-speaking children face when learning English phonics.

The method is based on a multisensory and playful philosophy, promoting an enriching educational experience that supports linguistic, cognitive, and emotional development. TinyTalkers integrates sensory exploration and active interaction to facilitate learning basic sounds, word construction, and initial reading. It also aligns with the official Spanish curriculum, ensuring students acquire English skills while reinforcing their knowledge in other academic areas.

TinyTalkers stands out for its personalized approach, adapting to the individual needs of each child and promoting active family participation.

In the workshop, she will present the teaching materials used in TinyTalkers classes, providing a practical view of how the method's principles are applied in the classroom. The goal of TinyTalkers is to inspire a new generation of competent readers and writers, equipping them with the necessary skills to succeed in school and beyond while fostering an appreciation for cultural diversity and the power of language.

Nathalie Sitharam, originally from the Netherlands, holds a background in Social Education. With over 11 years of experience in childcare, Nathalie began her career in Spain in 2013, working in a British nursery. She later transitioned to roles as a teacher at Helen Doron English School, where she furthered her expertise in language education. Additionally, Nathalie has contributed as a reader for Oxford University Press. Nathalie's entrepreneurial journey began with "English in a Box," which laid the foundation for her current project, TinyTalkers. Combining her passion for English language instruction with a deep appreciation for cultural diversity, she innovates within early childhood education. Nathalie is dedicated to fostering multilingual proficiency and cultural awareness among young learners, embodying her educational philosophy in her ongoing work.

Workshop

Estrategias metodológicas para el aprendizaje de Inglés

María Racionero García (Colegio Sagrada Familia) maria.racionero@safajj.corazonistas.org

El propósito de este taller es compartir una serie de prácticas docentes llevadas a cabo en los cursos propios del 2º ciclo de Infantil y 1º ciclo de Primaria para la enseñanza- aprendizaje del inglés y el acercamiento de la lengua de una forma atractiva. En Ed. Infantil las sesiones deben ser predecibles, es decir, los niños deben sentirse en un entorno seguro y conocido, por lo que tener una estructura estática es fundamental. Que

los niños sean capaces de anticiparse a lo que se les pide les confiere además de un contexto propicio al entendimiento, una seguridad que incentiva las producciones orales. A la hora de impartir la sesión debemos ser conscientes de que la atención y los tiempos de la misma son limitados, por lo que debemos no solo tener un banco de actividades rico y dinámico del que podamos saltar constantemente, sino también un proceder atractivo. Es en este punto donde cobra sentido la gestualidad y el tono de voz. Siguiendo esta línea es de gran ayuda utilizar apoyos visuales. Es esencial que los niños dispongan de anclajes

donde poder sujetar los contenidos nuevos de aprendizaje. Recursos como las flashcards, movimientos, marionetas, realia que faciliten el entendimiento y por tanto el aprendizaje. Por último, para hacer atractivo el aprendizaje del idioma es importante abordarlo desde distintas vías. Nursey rhymes, videos, canciones.

En Ed. Primaria (1º ciclo) podemos seguir estas directrices pero introduciendo otras dinámicas para que el aprendizaje sea lo más globalizado posible. El diseño de la sesión debe tener presente la práctica de las cuatro destrezas para que haya un equilibrio entre ellas. Al ir introduciendo estructuras gramaticales es positivo seguir la filosofía que aplicábamos en Infantil; ofrecer estructuras gramaticales sencillas que puedan usar autónomamente. Al entender el funcionamiento de la gramática serán capaces de aplicarla. En este punto y para mantener la motivación por el aprendizaje del idioma es interesante ofrecerle a los estudiantes distintas vías para aplicar lo aprendido; crear canciones, manualidades, videos, roleplay. Una de las tareas más difíciles a la que nos enfrentamos los profesores de una segunda lengua es conseguir que los niños apliquen dicha lengua de manera espontánea y fuera de los contextos de aprendizaje, por eso proporcionar juegos, actividades que incentiven el uso oral de la lengua (juegos, competiciones, etc) hará que los niños sean más flexibles a la hora de usar el idioma. Por último, la lengua evoluciona por lo que debemos ofrecer fuentes de aprendizaje reales (cuentos propios de la literatura inglesa, series, etc).

María Racionero García. Maestra de Educación Infantil y Primaria con 11 años de experiencia profesional de los cuales 7 años he desempeñado el puesto de maestra especialista en la enseñanza de la lengua inglesa en Educación Infantil (1er y 2º ciclo) y 2 años como maestra de inglés en Educación Primaria. Además, desde el curso pasado ostento el cargo de coordinadora del departamento de inglés y del programa Beda de mi centro. Tengo formación en bilingüismo por la Universidad La Salle de Madrid (Máster en Educación bilingüe y metodología CLIL) y por la universidad de Comillas (Curso de Experto en liderazgo educativo en centro bilingües).

Workshop Sponsored by



Hands on Science!

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Teaching Science in a foreign language in the Early Years can be challenging. It is essential to foster critical and creative thinking while engaging kids through playing and exploring.

During this workshop you will explore different story books to integrate Literacy and Science in your classroom, you will discover new teaching tools to promote thinking among young learners like graphic organizers or thinking routines and you will experience the scientific method, manipulative activities and ICT around learning situations.

Do you dare to put all these resources into practice and organize a science fair?

Hands on Science!

Belén Embid holds a Degree in Primary Teaching and a Master Degree in Bilingual Education. She has more than 20 years of experience in the field of education in Spain and in the USA. She has developed her professional career as a bilingual teacher and bilingual project coordinator in several schools following the British Council program in Aragón. She has also coordinated school twinning projects with United Kingdom, USA and Australia. Coordinator of Science Fair Aragón and designer of new methodologies to implement bilingual education in Spain like Smart Notebooks, she currently works as a teacher trainer, collaborates in the Postgraduate Course in CLIL and Innovation (University of Zaragoza) and she is the Head Director of the CARLEE (Centro Aragonés de Lenguas Extranjeras para la Educación).

Beatriz Mediavilla is a Primary and English Teacher, she holds a Master's Degree in Bilingual Education and has been awarded nationally Best Innovation Teacher 2023. She has been working for 18 years in the field of education in Spain. She has developed her professional career as a bilingual and primary teacher, bilingual project coordinator and High Abilities Children project coordinator. Beatriz teaches following the CLIL approach using smart notebooks in the area of Science and other innovative methodologies. In the High Abilities Classroom, she works in co-teaching for the personalisation of learning with a cross-cutting and multidisciplinary project. She is currently working at CEIP Foro Romano in Cuarte de Huerva (Zaragoza) as a bilingual English teacher and coordinator of the High Abilities classroom in Primary Education.

Workshop

Holistic Multilingual Early Learning: Lessons From Families & Educators in a Reggio-Inspired Dual Language Preschool

Dr. Lilly **Padia** (*Raciolinguistic Justice in Early Childhood Teacher Education, Assistant Professor, Erikson Institute*)
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This workshop explores the intersections of multilingualism and a Reggio Emilia approach in the early childhood context, considering the vantage point of all members of the learning community. We draw on data from a study with a public, Reggio-inspired preschool dual language program in a large Midwest city in the US, created and operated in close collaboration amongst administrators, families, teachers, and staff. Through individual interviews and focus groups, families, educators, and administrators shared their perspectives on the history and the current implementation of the program's curricula, the program structures that sustain the quality of the educators and staff, the impact on children's development and learning, and the contributions of families and community. Workshop participants will learn about creating a program climate that embraces bilingualism as an asset, integrates families' funds of knowledge into every aspect of the curriculum, and identifies and implements a classroom language allocation with clear dual language development goals. We will collectively explore bilingual identity development for young children and their families in the context of dual language schooling, as well as the necessity of uplifting and amplifying multilingualism within foundation pedagogical approaches like Reggio. In this workshop, participants will share their own experiences with multilingual learning and identify ways that multilingual pedagogies, including but not limited to translanguaging and translanguaging universal design for learning (TrUJDL), are inextricably linked with other seminal approaches to early learning, rather than an afterthought or appendage that must be squeezed into preexisting learning structures.

Lilly Padia, PhD, is an assistant professor of Raciolinguistic Justice in Early Childhood Teacher Education at Erikson Institute. She has been an early childhood classroom teacher, an instructional coach, and instructor for undergraduate and graduate student teachers in the areas of bilingual education, special education, and disability studies. Her research takes a critical approach to the intersections of language learning and disability. Specifically, she focuses on children who are multilingual and do not speak to communicate and their expansive forms of communication. She centers families' communication practices and systems to highlight what school professionals can learn from children and families.

Sandra Lucia Osorio is an Associate professor of Raciolinguistic Justice and Director of Teacher Licensure at the Erikson Institute. She is a former bilingual educator who worked with children from diverse, racial, ethnic and linguistic backgrounds for over 10 years. Her own personal narrative growing up bilingual and having a deficient-based identity placed upon her because of her linguistic and cultural differences has served as source of motivation to become an educator and researcher.

Luisiana Meléndez is a clinical professor at Erikson Institute, where she teaches and contributes to several initiatives centering on the preparation and professional development of practitioners working with linguistically and culturally diverse children and families. Her current research projects include a case study of an early childhood center implementing a dual language program and she recently published a chapter on how action research contributes to critical praxis. Dr. Meléndez is also the co-author of a competency-based credential for early childhood practitioners working with bilingual and multilingual children and families offered in many Illinois institutions of higher education.

Workshop

How to teach a bilingual phonics lesson to early learners of English

Dr. Sara Isabel **Rendón Romero** (*Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas. Facultad de Ciencias de la Educación. Universidad de Sevilla*) sararendon@us.es

Dr. Macarena **Navarro Pablo** (*Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas. Facultad de Ciencias de la Educación. Universidad de Sevilla*) mnp@us.es

This workshop will give participants the opportunity to be engaged in a practical session using Jolly Bilingüe, a bilingual phonic method, whose new materials have been designed to teach Spanish and English literacy jointly and equally in the early years. The workshop aims to provide teachers with the necessary tools to give a lesson on pre-reading skills to early learners of English and Spanish. We will explain the method, show the new materials and demonstrate how Jolly Bilingüe can help pupils read words in two languages. Phonological awareness is of great importance in the process of biliteracy development. But how to teach it effectively can be a challenge for language teachers. Participants will work in groups to discuss and design activities based on visual aids. By the end of the workshop, participants will be able to understand and use the new material and prepare activities for their own students. Participants will also have the chance to reflect on teaching practices and strategies as well as on their peers' work during the workshop. Feedback and recommendations will be given throughout the whole session.

Sara Rendón es profesora del Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas de la Facultad de Educación de la Universidad de Sevilla. Actualmente participa en varios proyectos de investigación, entre los que destaca la creación de nuevos materiales para la enseñanza de la alfabetización bilingüe.

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.

Workshop

Learning centres and Phonics. Fun way to learn about Spring through the "SENSES"

Jorge Hernández (*Nuestra Señora de la Merced*) coordinacionbilinguismo@mercedariastrescantos.es

Learning centres, learning stations or just "corners" is one of the most popular learning strategies in preschool and kindergarten. Learning Centres are several activities or games in which students can focus on a specific task and rotate. They give the students an opportunity to put into practice what they have been learning. They are an opportunity for students to practice skills both with their peers and independently. Centres also give teachers a chance to assist students on a more in-depth level using small group lessons. In order to work in corners the teacher will create groups (4-5 students) depending on the size of the class and the needs of the course. Students will work for 15 / 20 minutes on an activity and then rotate.

Why are Learning Centres Important?

- Learning centres help develop confidence.
 - o Learning centres teach children to be independent.
- Children learn through play.
- In addition to promoting independence, learning centres give the teacher time to work with small groups and give extra attention.

In this workshop you can see how we work with a specific topic "SPRING" through the human senses (sight, hearing, smell and touch). We don't do taste because of the food allergies / intolerances. We have created different "corners" where you can explore and learn about spring. Furthermore, we include phonics centres in order to help children learn how to read. Phonics is an essential skill for reading, writing, and spelling.

In conclusion corners are a very effective way of engaging the children in learning the English language.

Jorge Hernández is a kindergarten and elementary English teacher in a catholic school. Although he holds a degree in Physical Activity and Sport Sciences and a Master's Degree in Teacher Training for Secondary Education, Baccalaureate, FP and Languages, he has been teaching English for almost a decade. He is always seeking new and innovative ways to engage his students. He is passionate about integrating technology into his lessons and create an environment where the kids can explore and work independently.

Workshop Sponsored by



Picture Books + Active Methodologies

Cristina de Vega Benavides (CEIP Clemente Fernández de la Devesa) cvegab@educa.jcyl.es

Cooperative learning is perfect for language and literacy development. In this session we will look at how using picture books and cooperative learning enables our pupils to develop a range of skills.

During this workshop, attendees will discover a set of picture books that can be used in different levels (Malala's Magic Pencil, Giraffe Problems, The Dot, Invisible Boy, R_o_s_i_e_'s__Glasses etc.) and which help children develop different skills including literacy, communication, teamwork, personal responsibility.

We will review how to organize effective group work which enables children to take responsibility for learning through assigning a variety of relevant roles: Team captain, secretary, speaker, time controller. The session will focus on techniques for successful cooperative learning:

- Numbered heads (every student is accountable for the learning material)
- Speed dating (every student is involved in the activity making it interactive)
- Find the lie (every student becomes a detective)
- Mix – _Pair – _Share (every student is involved in the activity making it interactive)
- Rally together (students are guiding to have discussions)
- Talking chips (every student is involved in the activity making it interactive)
- Jot thoughts (every student performs in this activity)

Joining cooperative learning in the process of working with picture books is beneficial not only for learning English but links can be made across the curriculum and children can discover more about different cultures and traditions. This set of activities can be applied to any books in your schools' curriculum.

Cristina teaches in CEIP Clemente Fernández de la Devesa, Medina del Campo, which follows the integrated curriculum MECD-British Council. She has been teaching Literacy, Natural Science, Social Studies and Art for the last 12 years. She has previous experience working in the United Kingdom and the United States. Cristina is specialized in literacy based on picture books, PBL and GBL. Using active methodologies brings spice to her classes and the teaching of English.

Workshop

The Science of Reading in the EFL classroom. A practical Approach

Sabrina **Gallego Verdi** (*Education Technical Advisor (Ministry of Education, Vocational Training and Sports) and English teacher*) sabrina.gallego.teacher@gmail.com

English as a Foreign Language Teachers might find difficulties when teaching students how to read. The proposed workshop aims at approaching teaching reading skills and also effective and practical techniques to implement in the classroom, based on the Science of Reading. It also presents a variety of materials available to teach reading.

1. To develop a general understanding of the basic principles of the Science of Reading.
2. To become familiar with the Needs-Based Small Group Instruction approach.
3. To provide participants with material and resources to teach reading in the EFL classroom.

An active, interactive, and practical workshop is proposed for the participants, encouraging a critical and constructive spirit and collaboration among them. Participants: 1. Get an overview of the science of reading and updated successful teaching techniques, 2. Design an activity focused on reading skills (based on "The Science of Reading"), 3. Work on the production of didactic material for their reading lesson.

Reading is an indispensable linguistic skill present in the daily life of our EFL classrooms in bilingual schools. However, due to its great complexity and importance, teachers might face challenges when teaching reading. We know that science has advanced in the study of reading instruction and teachers can benefit from this. Therefore, the workshop: The Science of Reading in the EFL classroom. A practical Approach, focuses on providing educators with tools and techniques to develop effective and appealing lesson plans for students.

Sabrina Gallego Verdi. Education Technical Advisor (Ministry of Education, Vocational Training and Sports) and English teacher with a Master's Degree in Bilingual Education. Extensive experience in teaching Primary students in Madrid, England, and Washington D.C. Recurrent teacher trainer at ISMIE and CTIF.

Workshop

The Very Hungry Caterpillar: a CLIL Project Work in Pre-Primary

Ángela Álvarez-Cofiño Martínez (English teacher CP Parque Oviedo (Asturias). Lecturer at the Languages and Education Faculty of University Antonio de Nebrija (Spain)) acofino@telecable.es

This will be a practical workshop where we will see ideas, resources and tips to do CLIL project work with very young learners, based on the story "The Very Hungry Caterpillar". We will see how to work English through CLIL from a holistic approach at Pre-Primary, integrating activities and tasks of the three areas in schools at these ages: communication, knowledge of the world and personal autonomy. We will practice some phonics with the story vocabulary, as well as numeracy tasks, Science, games, songs, fine motor skills... A multisensory approach where kids will learn content 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)". She has lectured in many conferences and seminars, and trained many teachers around Spain. She has also published several articles and book chapters about CLIL work in Pre-Primary and Primary Education, and about phonics, too. Currently, she is an English Pre-Primary teacher at C.P. Parque Infantil (Oviedo, Spain) and, also, she is a professor at the Languages and Education Faculty in the University Antonio de Nebrija.

Multiplier Event / Evento multiplicador

Proyecto GatherED "GLOBAL TEACHER EDUCATION"

Financiación Europea Erasmus+ KA2-2021 (REF. 2021-1-IS01-KA220-HED-000032117)

No cabe duda de que la sociedad actual es global y diversa. La investigación señala que las escuelas y los profesores son un factor determinante para compensar desigualdades y abordar las demandas de esta sociedad globalizada

El proyecto GatherED aborda las necesidades de conocimiento y de formación de los docentes que trabajan en contextos multiculturales y multilingües diversos. Su objetivo es mejorar la competencia en materia de diversidad y de responsabilidad digital en la formación del profesorado (Arvanitas, 2008), mejorando su conocimiento y comprensión de la diversidad y la educación global en contextos multilingües y multiculturales. El objetivo principal del proyecto es responder a la necesidad de competencia del profesorado en materia de diversidad, responsabilidad digital y ciudadanía global así como desarrollar herramientas y metodologías para apoyar a los docentes.

En este taller pretendemos difundir los resultados del proyecto que se encuentra en una fase de pilotaje final. Principalmente algunos materiales y actividades desarrollados por el equipo de trabajo internacional para el diseño de un MOOC para la formación docente.

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 ALEl), as well as co-convenor of the international EECERA SIG "Multilingual Childhoods".

Dr. 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 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.

Dr. Natalia Martínez-León, professor and researcher at the University of Granada. Areas of specialization: early-age multilingualism, multilingual education, CLIL, pre-K education, ICLHE, educational technology and transnational literacies, linguistic landscape and its educational use. Belongs to the research project "Design of a teacher profile for pre-primary Education from a plurilingual approach: learning foreign and additional languages in early childhood (LEyLA)".

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