

## Special Interest Group

Multilingual Childhoods

## SIG Convenors

Gunhild Tomter Alstad and Mila Schwartz

## Number of SIG members

15

## Activities undertaken by the SIG since establishment

Mailing lists: We have set up a discussion list with JISCmail: Our JISCmail discussion list continues to grow and is now subscribed to by over 100 researchers interested in multilingual contexts. We post regularly about different activities e.g. conferences, publications and discoveries.

SIG Conferences in 2015 (Italy), 2017 (Ireland) and 2019 (Norway).

EECERA Pre-conferences in Spain, Italy, Ireland and Budapest.

Publications.

## Report on SIG Activities this past year

1: Publications:

Rokita-Jaśkow, J. (2019). Parental involvement in very early L2 acquisition. In J. Rokita-Jaśkow & M. Ellis. (Eds.) Early instructed SLA: Pathways to competence (pp.191-205) Bristol: Multilingual Matters.

Rokita-Jaśkow, J. & M. Ellis. (eds). (2019). Early instructed SLA . Pathways to competence. Bristol: Multilingual Matters.

Fleta M. Teresa (2019). Practices to Scaffold CLIL at Transition to Primary. In Tsuchiya, K & Pérez Murillo, M.D. Language Integrated Learning in Spanish and Japanese Contexts: Policy, Practice and Pedagogy. London: Palgrave Macmillan

Mourão, S. (2019). Collaborative approaches to looking at progression in early years foreign language learning contexts. In D. Prošić-Santovac & S. Rixon (Eds.) Integrating Assessment into Early Language Learning and Teaching Practice. Bristol: Multilingual Matters

Mourão, S. (2019). Integrating and emulating: Early English initiatives in Portugal. In J. Rokita-Jaśkow and M. Ellis (Eds.), Early Instructed Second Language Acquisition: Psycholinguistic and Sociocultural Aspects. Bristol: Multilingual Matters

Mourão, S. (2019) Response during picturebook read alouds in English as a foreign language, Teanga: The Journal of the Irish Association of Applied Linguistics 26 (1), 58-76. Retrieved from <https://journal.iraal.ie/index.php/teanga/issue/view/21>

Protassova, E., Rodina, N. (2019). Metodika obuchenija doškol'nikov inostrannomu jazyku [Methods of teaching foreign languages to young children] Moscow: Vlados.

Prošić-Santovac, D. & Rixon, S. (Eds.) (2019). Integrating Assessment into Early Language Learning and Teaching Practice. Bristol: Multilingual Matters.

Rokita-Jaśkow & Behrens, P. (2019). Policy and practice in early FLL: the case of Poland. In J. Rokita-Jaśkow & M. Ellis (Eds), Early instructed SLA : Pathways to competence (pp.11-25) Bristol: Multilingual Matters.

Andúgar, A., Cortina-Pérez, B., & Tornel, M. (2020). Análisis de las pautas para la enseñanza del inglés en Educación Infantil mediante la técnica Delphi [Analysis of Guidelines for teaching English in Preschool Education through the Delphi technique]. Revista Española de Lingüística Aplicada.

Mourão, S. with Ellis, G. (2020). Teaching English to Pre-primary Children. Educating very young children. Peaslake: Delta Publishing.

Schwartz, M., Deeb, I., & Hijazy, S. (2019). "Say 'What happened?' in Hebrew. He does not speak Arabic!": Early language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual

classroom. *Linguistics and Education*, 52, 13-23.

Mhic Mhathúna, M. and O'Brien, S. (2019) Introduction to Multilingualism in the Early Years. *Teanga Special Edition* 10. <https://journal.iraal.ie/index.php/teanga/article/view/66/50>

Murphy, V.A. (2019). Multilingualism in primary schools In S. Garton & F. Copland (Eds). *The Routledge Handbook of Teaching English to Young Learners*. Abingdon: Taylor & Francis.

Alstad, G.T. (2018). Creating challenging language learning spaces in multilingual early childhood education contexts. In L. A. Kulbrandstad, T. O. Engen, & S. Lied (Eds.), *Norwegian Perspectives on Education and Cultural Diversity* (pp. 160-182). Cambridge: Cambridge Scholars Publishing.

Alstad, G. T., & Tkachenko, E. (2018). Teachers' beliefs and practices in creating multilingual spaces: the case of English teaching in Norwegian early childhood education In M. Schwartz (Ed.), *Preschool Bilingual Education: Agency in Interactions Between Children, Teachers, and Parents*. Dordrecht, Netherlands: Springer.

Cruz-Ferreira, M. (2018). Assessment of communication abilities in multilingual children: Language rights or human rights? *International Journal of Speech-Language Pathology*, 20(1), 166–169. DOI: 10.1080/17549507.2018.1392607

Kirsch, C. & Aleksić, G. (2018). The effect of Professional Development on Multilingual Education in Early Childhood in Luxembourg. *Review of European Studies*, 10(4), 148-163.

Little, S. (2018). "Is there an app for that?" Exploring games and apps among heritage language families'. *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2018.1502776 (Gold Open Access)

Lourenço, M., & Andrade, A.I. (2018). Embracing diversity in early years' settings: challenges and opportunities for teacher professional development. In S. Blackman & D. Conrad (Eds.), *Responding to Learner Diversity and Learning Difficulties* (pp. 3-23). Charlotte, NA: Information Age Publishing.

Lourenço, M., Andrade, A.I., & Sá, S. (2018). Teachers' voices on language awareness in pre-primary and primary school settings: Implications for teacher education. *Language, Culture and Curriculum*, 31(2), 113-127.

Symposia at last EECERA-conference: none. OUr members participated with individual papers, and we also had a conference in May.

Proposed initiatives:

- Organisation of third Multilingual Childhoods SIG conference, 'Multilingual Childhoods: Education, policy and practice' Norway Inland University of Applied Sciences, Norway. 15 - 16 May, 2019. 70 participants from all over the world. Conference chair is Gunhild Alstad
- Proposal preparation for collaboration with EECERAj for a SIG publication in 2021 based on selected conference presentations. Proposal accepted. Editors: Gunhild Alstad and Sandie Mourão.

4. Number of members: approx 15.

We still have no clear idea of how many EECERA members the SIG has. Many colleagues are covered by institutional membership of the association.

#### **How SIG activities fit with aims and ethos of EECERA**

We continue:

- To bridge the areas of multilingualism and early years education;
- To promote and disseminate research in early years multilingualism and its implementation in policy and practice;
- To create opportunities for informed and constructive discussion and debate;
- To foster possibilities for cross-national collaboration and interaction.

#### **Networking, future plans and links to other institutions**

Networking: Continued use of JISCMail discussion list to keep members informed:

<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=EARLY-YEARS-LANGUAGELEARNING>

Future plans:

Conference: Teachers and teacher educators: Education and professional development for early language learning - 12-14 November 2020, Lisbon Portugal, Chairs: Sandie Mourão and Caolyn Leslie  
- Pre-conference in Zagreb, September 2020: Topic: Educational Language Policy  
- Prepared two thematic symposia for the 2020 annual conference  
Next Multilingual Childhoods SIG conference are planned in Granada, Spain i April, 2021.

Links to other institutions:

We continue to be actively involved with the 'International Association of Applied Linguistics - Early Language Learning Research Network' (AILA ELL ReN) and represent their 'Very Early language Learning' strand. <http://www.ell-ren.org/>

- I have read the privacy policy and agree