

ONSITE PROGRAMME (Spanish local time)

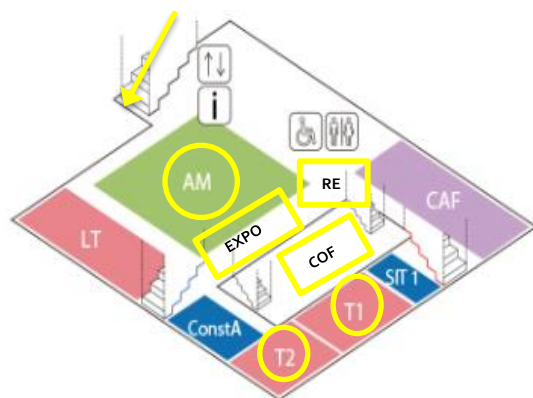
DAY 1 - 22 JUNE	DAY 2 - 23 JUNE	DAY 3- 24 JUNE
	8:30-10:00 REGISTRATION & ADMIN. ISSUES [Room RE]	8:30-10:00 REGISTRATION & ADMIN. ISSUES [Room RE]
	9:00-10:00 Parallel sessions 2 (60')	9:00-10:00 Parallel sessions 6 (60')
	10:00-10:05 Sessions connection BREAK (5')	10:00-10:05 Sessions connection BREAK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

VITUAL PROGRAMME:

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

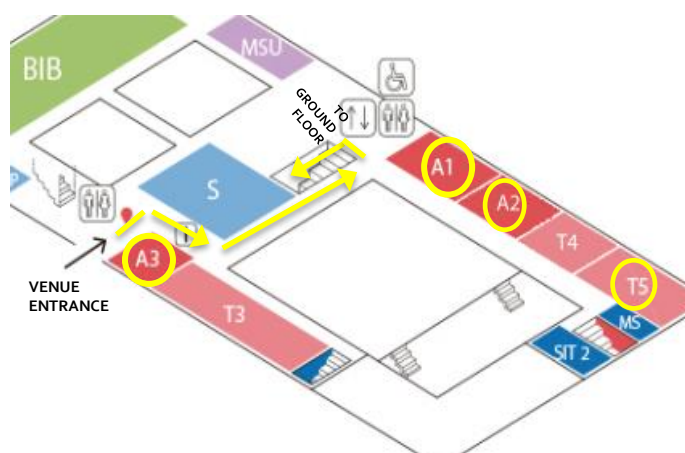
ON-SITE VENUE MAP

**GROUND FLOOR
[SEMISÓTANO]**



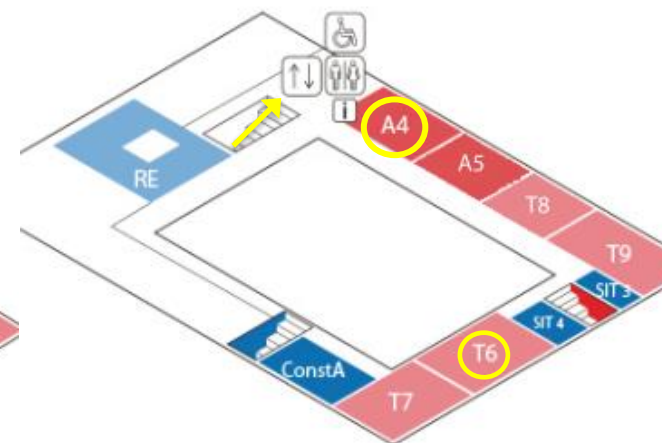
Room AM: Aula Magna
RE: Reception office
EXPO: Sponsors stands
COF: Coffee breaks
Room T1
Room T2

**MAIN FLOOR
[PLANTA BAJA]**



Room A1
Room A2
Room A3
Room T5

**MEZZANINE FLOOR
[ENTREPLANTA]**



Room A4
Room T6

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

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

Thursday, 23 rd June 2022 11:15-11:55	Friday, 24 th June 2022 11:15-11:55
Informal conversations while morning coffee breaks with keynotes and invited speakers [AULA MAGNA PATIO]	
<ul style="list-style-type: none">❖ Ofelia García & Ricardo Otheguy, Emerit. Prof. UNYC (NY, USA)❖ Fernando Trujillo, Prof., UGR (Granada, Spain)❖ Mark Levy (British Council, Spain)	<ul style="list-style-type: none">❖ Janet Enever, Prof. Emerita, Umeå University (Sweden)❖ Marisa Pérez Cañado, Prof. UJAEN (Spain)❖ Chris Jolly & Sara Wernham, Jolly Phonics❖ Mila Schwartz, Oramin Education College & Multilingual Childhoods Co-Convenor – EECERA (Israel)

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

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

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

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

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

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

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

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

ROOM	AULA MAGNA	A1	A4	T5
THEMATIC PANNEL	<i>Multilingual identity and socialization in the early years</i>	Classroom practices in bilingual/multilingual education	<i>Early bilingual/multilingual education</i>	
CHAIR PERSON	Julie Waddington	Natalia Martínez León	Ana Otto	OXFORD UNIVERSITY PRESS
16:40-17:00	<p><i>Symposium title: A funds of knowledge and identity approach to early language education (Julie Waddington, Helen Hedges, Sabine Little, Darío Banegas)</i></p>	<i>The potential of collaboration among young learners: Insights into oral interactions during writing tasks</i> (María Ángeles Hidalgo)	<i>Challenges of using Project Based Learning in early CLIL</i> (Víctor Pavón, Rosa Sánchez)	<p><i>WORKSHOP sponsored by OXFORD UNIVERSITY PRESS: Designing "learning situations" to nurture English with very young learners</i> (Ángela Álvarez-Cofiño)</p>
17:00-17:20		<i>Perception towards the effectiveness of synthetic phonics by actual pre-primary and primary in-service teachers in Alicante. A mixed-methods research</i> (Javier Fernández Molina, María Tabuenca Cuevas)	<i>Flipped CLIL: a possible solution to cater for diversity in the bilingual class</i> (Pedro Díaz-Santos)	
17:20-17:40		<i>The Babies Are Bilingual</i> (Reka Barton, Veronica Gonzalez)	<i>Young multilingual pragmatics. A focus on requests in CLIL and L3 settings</i> (Pilar Safont)	

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

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

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

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

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

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

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

VIRTUAL SPONSORED WORKSHOP

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

VIRTUAL SYMPOSIA

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

VIRTUAL INDIVIDUAL PAPERS & PED-TALKS

Strand: Classroom practices in bilingual/multilingual education

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

Reinforcing Language Skills for our Youngest Learners	Sabina Borthwick
Sustaining Culture and Language through Music: Latin American Culture in U.S. Schools	Kay Piña, Victor Lozada
Teachers' assessments of their plurilingual students' language resources	Elisabeth Nilsson
Teaching for Global Competences through Biographies in Primary School using English as an Additional Language	Davide Capperucci, Ilaria Salvadori
Teaching in multilingual classrooms in Greece: identifying the gaps between teachers' perceptions and practices in Reception Classes.	Foteini Lytrivi, Maria Papadopoulou
The use of inclusive language in the bilingual Spanish-English classroom	Silvia Marijuan, Scott Ferree
Translanguaging Strategies in Superdiverse Mainstream Norwegian ECEC: Opportunities for Home Language Support	Elena Tkachenko
The influence of the frame of reference and classroom learning context on pre-service teachers' attitudes as regards EFL teaching and learning	M ^a Paz Azparren Legarre, Nekane Celayeta Gil
Early English Language Learning and Teaching in Cyprus: The Use of Language Portrait Technique	Sviatlana Karpava, Elena kaourani
Gesture as a learning carrier in the foreign language classroom: Towards an embodied learning.	Tilia Gamba Kresh
Kindergarten Teacher Assistants' Perceptions of Multilingualism: The Case of Nof HaGalil	Nurit Toren- Kaplan, Orit Dror, Milla Swartz

Strand: Early bilingual/multilingual education

TITLE	SPEAKER/S
A Standard Quality Assessment Instrument for CLIL and STEM Primary Education Syllabus Design	Maria Puertas-Ramirez
Bilingual children's language interplay through the analysis of codeswitching	Tamara Gómez Carrero, Raquel Fernández Fuertes
Bilingual Education in Preschool: Challenges and Criteria for CLIL Implementation with Very Young Learners	Sara Cancela-Pose, María Bobadilla-Pérez
Educating for global citizenship and positive peace through the awakening to languages approach: a case study with children in institutional care	Vera Silva, Mónica Lourenço
Language Output and Bilingual Children's Heritage Language Learning	He Sun
LINGUISTIC COMPETENCE AND EMOTIONAL WELL-BEING OF MULTILINGUAL CHILDREN	Kateryna Mikelita, Esther Nieto Moreno
Oggetti Migranti: Promoting Plurilingual education in/outside the classroom	Claudia Meneghetti, Fabiana Fazzi
On the challenges and benefits of early multilingual education	Barbara Hofer
Synthetic phonics and teachers' pronunciation	Olivia Mair, Francesca Costa
The language learning of refugee children in multilingual classrooms	Larissa Mello
The untapped potential of picture books for creating pluricultural spaces in the CLIL pre-primary classroom	Raquel Fernández, Ana Virginia López Fuentes
Vocabulary Development in English-Spanish bilingual toddlers	Esther Jesús Ortiz

Too much of a good thing? Intensity of CLIL exposure and L2 motivation in young learners	Raúl Azpilicueta-Martínez, Amparo Lázaro-Ibarrola
Early Heritage Language Learning in Multilingual Families in Cyprus: Family Language Policy, Emotions and Well-being	Sviatlana Karpava
How effective are early bilingual programs? A comparison of two teaching programs in a Spanish-German school in La Paz, Bolivia	Anja Steinlen
Professional links between primary and preprimary schools in Irish-speaking areas in Ireland	Máire Mhic Mhathúna
"Sentire" l'inglese nella fascia 0-3-6 / "Hearing" English and other languages in infancy and early childhood (0-6): an action-research project in 75 Italian crèches and nurseries.	Licia Masoni, Linda Vacondio

Strand: Early biliteracies and multiliteracies

TITLE	SPEAKER/S
"I didn't know such a thing existed:" Young adults' reflections on their early encounters with literature	Réka Lugossy
Importance of Pre-school Education for Roma Bilingual Children from Socially Disadvantaged Environment in Slovakia	Petra Hitkova, Zlatica Jursova Zacharova
Teachers' perceptions of foreign language literacy	Mateja Dagarin Fojkar, Katarzyna Brzosko-Barratt
The correlation between reading fluency and external factors of Grade 6 students in EFL	Tina Rozmanič, Karmen Pižorn
English-Spanish bilingual acquisition of English monotransitives in the active and passive voice from birth	Silvia Sánchez-Calderón, Raquel Fernández Fuertes

Strand: Early language teaching and learning

TITLE	SPEAKER/S
Activities and resources for vocabulary development in the EFL classroom	Maria Stridsman
Challenges and benefits of applying intentional bilingualism in early childhood	Zlatica Jursova Zacharova, Petra Hitková
Early foreign language teaching in Germany: Recent political and curricular developments	Margit Hempel, Jutta Rymarczyk
Gamifying reading and writing: the Octalysis Framework in Primary EFL	Marta Fortunato, António Moreira
Inclusion of a Bilingual Pupil in English Language Classroom in Japan: A year-long case study of facilitating mediation	Yuki Otsuki
L2 English children's subject production: lexical specialization, typology and time of instruction in L2 attainment	Sonja Mujcinovic, Raquel Fernández Fuertes
Learning about Emotions and Feelings through Ballet in the Very Young Learners' English Classroom	Begoña Lasa-Álvarez, Andrea Valeiras-Fernández
Multilingual identity and socialisation in the early years: A case of two Arab multilingual families	Fatma Said
Multimodality of ELT materials: a draft of the research study about songs for YLs.	Maria Stec
Pre-school learners' attitude towards learning English as a foreign language	Yagmur Elif Met
Second language acquisition in children with developmental disabilities in the home setting	Xing Wei

Teaching English as a Foreign Language to first graders; insights and challenges	Merita Hoxha
Vocabulary Acquisition in Pre-Primary Education through Soft-Content and Language Integrated Learning	Marta Segura, Helena Roquet
Written corrective feedback and motivation among primary school learners working collaboratively	Ruth Milla Melero, Maria del Pilar García Mayo
Young learners with fewer lexical resources negotiate meaning more often in order to move the collaborative task forward	Kevin Iglesias-Diéguez, María Martínez-Adrián
Engagement in the Primary Language Classroom	Carolyn Leslie

Strand: Language policies for early years

TITLE	SPEKAER/S
Family agency in providing English language learning through the lens of good parenting	Ana Belén Alarcón, Esther Nieto
The journey from seed to practice: the challenges of aligning curriculum, policy and practice towards fostering multilingual outcomes in Irish ECEC	Ute Walker, Christiane Schulte
The plurilingual and pluricultural competence: Examining the Spanish National curriculum for Primary Education	María Daniela Cifone Ponte

Strand: Materials design and development in early language education

TITLE	SPEKAER/S
"Time to cook!". A proposal to implement the CLIL approach in Early Childhood Education	Sara Cancela-Pose
Culture-related content in textbooks for young language learners	Gloria Vickov, Eva Jakupcevic
Utilizing "My Language Color Wheel" as a multimodal and plurilingual approach to Navigate Students' Linguistic Repertoire and Language Exposure	Jonevee Amparo
Spaces for Teacher Agency in the Mother Tongue-Based Multilingual Education Implementation in the Philippines	Jonevee Amparo

Strand: Multilingual identity and socialization in the early years

TITLE	SPEKAER/S
Critical Multiculturalism with Children's Literature	Patricia Ong
Superdiversity of bi/multilingual language learners in Poland: a multiple-case study of teachers' perspectives	Joanna Rokita-Jaśkow, Weronia Król-Gierat

Strand: Multimedia and multimodality for multilingual education

TITLE	SPEKAER/S
Artificial Intelligence and Early Language Instruction: A Meta-Analysis	He Sun
La Agenda 2030 en el aula de AICLE para mejorar la competencia comunicativa a través de la Telecolaboración	Copelia Guillén Mateo, Francisco Pradas Esteban, Marta del Pozo Beamud
Multiliteracidades y CLIL: una propuesta de pedagogía activa, crítica y creativa para el aprendizaje del inglés en el tercer ciclo de primaria	Margarida Castellano Sanz
My museum. A cultural and artistic responsible study through silent picturebooks	Matilde Portalés-Raga Rocío Domene-Benito
The potential of sound picturebooks multimodal narratives in Early Childhood Education	Matilde Portalés-Raga, Agustín Reyes-Torres, Clara Torres-Maña
Transversal Approaches to Upgrade Bilingual Education: CLIL, STEAM, Gamification & Augmented Reality	M.ª Dolores Ramírez
Working on cultural diversity through silent books with pre-service teachers	Rocío Domene-Benito, Agustín Reyes-Torres

Strand: Teacher training on early language education

TITLE	SPEKAER/S
Children literature, affect and language learning: a teacher training course proposal	Isabela Orlando
Enhancing plurilingual competence through translanguaging: Findings from a service-learning program for language learning at an early age	Ana Jovanovic
From the bottom of your heart to your language classroom! Educating sensitive multilingual teachers	Shulamit Kopeliovich
How Does a Targeted Course Improve Pre-service Early Learning and Care (ELC) Educators' Competency in Teaching Dual Language Learners (DLLs)?	Soon Young Jang, Giselle Navarro-Cruz, Eden Haywood-Bird
Learning How to Integrate the Language Skills through Rap Battles: Pre-service Teachers and Task-Based Instruction	Noelia Mª Galán-Rodríguez
Navigating a road to recovery in primary EFL: Student teachers' observations during the COVID-19 pandemic	Annett Kaminski
Storytelling with Young EFL Learners: Beyond Linguistic Instrumentality	Pedro Antonio Férez Mora, Yvette Coyle Black
Student teachers on supporting parental involvement in children's foreign language learning	José Luis Estrada-Chichón