# Teachers and teacher educators: Education and professional development for early language learning

TEdELL 2020 Virtual 12 - 14 November 2020

### BOOK OF ABSTRACTS



This conference is part of CETAPS' project UIDB/04097/2020, funded by FCT











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#### Welcome message

It is with great pleasure that we welcome you to the international conference, *Teachers and teacher educators: Education and professional development for early language learning*, which has become TEdELL2020 *Virtual* during these strange times of the pandemic. It is organised through the Centre for English Translation and Anglo Portuguese Studies (CETAPS) which is part of the Faculty of Social Sciences and Humanities (FCSH) at Nova University Lisbon.

TEdELL2020 *Virtual* is the 4<sup>th</sup> <u>AILA Early Language Learning Research Network</u> (ELL ReN) conference. Previous conferences have been held in Umea, Norway (2014), Oxford, UK (2016) and Reykjavik, Iceland (2018). The AILA ELL Research Network was set up in 2015 with the aim of raising the profile of research in early language learning (3-12 years).

TEdELL2020 *Virtual* is also supported by the <u>Primary English Education in Portugal Network</u> (PEEP), an inter-institutional network set up to promote the engagement in and dissemination of investigation in the field of primary English education in Portugal.

Educational settings in the 21<sup>st</sup> century are increasingly multilingual spaces, where learners may speak (an)other language(s) at home or in the community, where foreign languages (usually English) are introduced at ever earlier ages, and where another language might be a medium of instruction. Research into teacher education and professional development remains an emerging field when taking into consideration early childhood and the earlier years of formal education (i.e. 3 to 12 years old).

It is recognized that formal, institutional-led teacher preparation and continued professional development is central to teacher quality and thus learner outcomes. Educating children with a view to developing and maintaining multilingualism in a variety of contexts requires skilled professionals – teachers and teacher educators – with distinct teaching repertoires and specific pedagogical content knowledge. The purpose of this conference is to focus on the education and professional development of teachers and teacher educators to foster multilingual spaces in the early years of formal education and to provide a platform to further cement the relevance of learning from and with different contexts.

We know that a virtual event cannot replace the vibrance of a face to face conference, but it is a conference mode that allows us to continue sharing our research and engaging in talk about it with others, as well as keeping in touch and networking. We encourage you to be actively involved in the event by attending as many sessions as possible, by interacting with each other via the different virtual spaces and connecting with colleagues and friends, old and new!

Our very best wishes,

Sandie and Carolyn

### Thank you!

Events do not happen without support from different people and entities:

We would like to thank the publishers for their generous support and sponsorship.



**Cambridge Assessment English**, who kindly agreed to sponsor Friday evening's concert with the Portuguese band *Monda*.







**Multilingual Matters**, **Palgrave** and **Routledge** for joining the conference, speaking to delegates, sending out discount fliers and donating books for the raffles.

We would also like to thank:

- Our **speakers**, who stayed with us through the move from face to face to virtual.
- Colleagues who became involved along the way as hosts and chairs.
- The **technicians** at FCSH, who have patiently explained how to become virtual.
- The **CETAPS** secretaries who kept on top of everything.
- The *Real Tuna Académica NeOlisipo* for making the short film for our opening ceremony.

And of course, thank you to TEdELL2020 *Virtual* **non-presenting delegates** who attended out of interest and enthusiasm for the education and professional development of teachers and teacher educators for multilingualism.

Without you all, this event would not have happened.

Thank you!

#### The Conference website

Please visit the conference wesbite: <a href="https://tedell2020.wordpress.com/">https://tedell2020.wordpress.com/</a>. There you can find all the information you need about the conference and how to participate.

#### **Conference Delegate Tips**

We'd like to remind you of the TEdELL2020 *Virtual* Conference Delegate Tips which you can also find on the website in full, under the Delegate tab.

- Tip 1: Put TEdELL2020 Virtual on your calendar
- Tip 2: Check your email regularly
- Tip 3: Make attendance a priority
- Tip 4: Get ready
- Tip 5: Turn off distractions
- Tip 5: Use the interactive features on Zoom
- Tip 6: Network!
- Tip 7: Enjoy yourself!

#### **Zoom profile names**

Please remember that one of the ways we avoid Zoom Bombers is to ask you all to name yourselves properly when joining TEdELL2020 *Virtual*. Ensure you have your **first and last name clearly visible** on your Zoom profile, so this appears when you join us. Hosts will be checking names according to the registration list.

### **AILA ELL ReN General Meeting**

TEGELL2020 Virtual is an AILA ELL ReN Conference, and so there will be an AILA ELL ReN General Meeting on **Friday 13 November** at **17.00**. Everyone is welcome to attend and to join the network if you are not already associated. Information about AILA ELL ReN can be found <u>here</u>.

The agenda is as follows:

- 1. ELL ReN: overview and update on present situation within AILA
- 2. ELL ReN at AILA World Congress, Groningen
- 3. Future of ELL ReN as an international organisation
- 4. Steering committee and strand chairs: updates
- 5. Next ELL ReN conference: Suggestions / volunteers for 2022
- 6. Member announcements: projects, events, collaboration etc.

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Day 1

12 November 2020

Thursday



Keynote: Mónica Lourenço, University of Aveiro, Portugal

Educating teachers and teacher educators for global citizenship: Moving from rhetoric to reality

Recent national and international discourse has been devoting increasing attention to global citizenship education (GCE), an innovative educational response to the times of rapid and unprecedented sociocultural change we are living in (Gaudelli, 2016). In this spirit, governments around the world have been drafting policy documents and guidelines, often with the support of NGOs, advocating the need to integrate a global perspective in the curriculum to promote students' active engagement and a democratic and plurilingual culture in schools and the wider community. Still, the latest reports on progress towards meeting target 4.7 of UNESCO's Sustainable Development Goals have concluded that insufficient teacher training remains a stumbling block (Bamber, 2019). Research has also shown that many teachers and teacher educators feel unprepared to integrate GCE into their skillset and mindset, often as a result of unclear representations of global citizenship and global issues and lack of pedagogical preparation to teach about these issues (Andrade & Lourenço, 2019). As a consequence, GCE is frequently absent from classrooms worldwide or dealt with in "softer" terms (Andreotti, 2006), remaining purely rhetoric.

Addressing this context, in this communication I show how we can move GCE from rhetoric to reality. I do this by providing concrete examples from case studies conducted in the past four years with teacher educators and generalist pre-primary and primary pre-service teachers in a Portuguese university. In particular I illustrate ways that teacher educators used participatory action research to introduce GCE into their course units, the renewed possibilities they found and the obstacles they had to face. In the case of preservice teachers, I show how they integrated GCE into their becoming professional identities by designing, developing and evaluating plurilingual projects in both formal and non-formal contexts. In the end, I put forth some theoretical and methodological principles for what I call "brave" global teacher education, i.e., non-conformist and transformative education that prepares teachers to become proactive contributors to a more just, inclusive and sustainable world.

Andrade, A. I., & Lourenço, M. (2019). Educação para a cidadania global e identidade profissional: um estudo de caso na formação inicial de professores [Education for global citizenship and professional identity: a case study in pre-service teacher education]. In N. Fraga (Org.), O Professor do Século XXI em Perspetiva Comparada: Transformações e Desafios para a Construção de Sociedades Sustentáveis (pp. 537-555). Funchal: Universidade da Madeira.

Andreotti, V. (2006). Soft versus critical global citizenship education. *Development Education, Policy and Practice*, *3*, 83–98. 1.

Bamber, P. (Ed.). (2019). *Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment*. Abingdon: Routledge.

Gaudelli, W. (2016). Global Citizenship Education: Everyday Transcendence. Abingdon: Routledge.

**Mónica Lourenço** is a Researcher in the Centre for Didactics and Technology in the Education of Trainers (CIDTFF), at the University of Aveiro, Portugal. She has a PhD in Didactics and Teacher Education and over 15 years of experience in teaching and supervision in the areas of language didactics and early years education. She has published extensively on early language learning, plurilingualism, internationalization of the curriculum and global citizenship. She is co-editor of *Early Years Second Language Education: International Perspectives on Theory and Practice* (Routledge, 2015) and *Teacher Education Policy and Practice in Europe: Challenges and Opportunities for the Future* (Routledge, 2018). Currently, she is researching the transformative potential of a "third space" in the education of teachers for global citizenship.

### Self-organised symposium A Mapping teacher education and teaching approaches in TEYL curricula in Portugal

This symposium presents findings from a national project entitled "TEYL in the practicum: mapping supervisory and teaching approaches (MAp)". The Map project was set up in 2018 by a large team of teacher educators/ researchers who belong to the Primary English Education in Portugal (PEEP) network. It investigates pre-service TEYL master programmes in Portugal, which were created in 2015 when English became a compulsory subject in primary education for grades 3 and 4. The main purpose of the project is to produce and disseminate knowledge on teacher education and teaching approaches developed in those programmes, with a focus on the practicum. Three methods were used to collect data in HEIs (Universities and Polytechnic Institutes) where master programmes were created: the content analysis of course units' syllabi (n=134) in the official curricula and a sample of practicum reports (n=22); a survey questionnaire to former student teachers (3 cohorts; n=X); and reflective records from faculty supervisors (n=8), former cooperating teachers (n=14) and former student teachers (n=9). In the symposium, we triangulate data and share main results regarding (1) professional competences and practice-related professional learning in curricula; (2) teaching rationale and strategies in the practicum; (3) pedagogical inquiry in the practicum. Recommendations to improve TEYL master programmes are presented.

Paper 1: Professional competences and practice-related professional learning in curricula

Ana Isabel Andrade

& Ana Raquel Simões, University of Aveiro, Portugal

Preservice TEYL master programmes should develop professional competences that support prospective teachers' ability to become effective teachers and reflective practitioners. To understand the potential value of the TEYL masters' curricula as regards the development of candidate teachers' competences, all syllabi (n=134) from the official study plans in 10 HEIs were analysed with two foci: the competences entailed in the learning outcomes set out in those syllabi, and the type of practice-related professional learning tasks proposed. This analysis was complemented with survey results and reflective accounts regarding student teachers' appreciation of the relevance of different training areas - Education, Teaching Subject, Didactics, and the Practicum – and the supervisors' and cooperating teachers' reflective accounts of student teachers' preparation for the practicum. Overall, findings show that curricula cover a wide range of professional competences (knowledge, abilities and attitudes), although inquiry competences are less evident. As for practice-related learning tasks (n=174), they are not equally distributed across the four training areas. They are especially evident in the course units of Didactics and the Practicum, which are also the areas most valued by the student teachers for their professional development. The findings suggest that curricula are in tune with current international understandings of core professional competences, although they also raise issues regarding the extent to which university-based learning as a whole prepares student teachers to make links between theory and practice and to face the challenges of the practicum, which is the most complex training area in curricula.

#### Paper 2: Teaching rationale and strategies in the practicum

Elisabete Silva, Polytechnic Institute Bragança & Isabel Orega, University of Algarve, Portugal

One of the goals of preservice TEYL master programmes is to help student teachers build a wide repertoire of TEYL strategies and resources as part of their professional competences. However, to prevent a technical understanding of professional learning, those programmes should also rely on a reflective approach to teaching and on a humanistic and democratic rationale that values learner diversity, learner-centredness, plurilingual/intercultural education, as well as the development of learners' lifelong learning skills. In order to investigate the teaching rationale and strategies promoted in the master programmes, a sample of 22 practicum reports from 9 HEIs were analysed, showing that student teachers employ a large number of TEYL learner-centred strategies and resources that move beyond the purpose of teaching the language, although the cross-disciplinary scope of their interventions largely depends on the topics and objectives they explore. Overall, the results from report analysis, the student teachers' survey and their reflective records account for the significance and impact of the practicum experience for both learner and teacher development, and the supervisors' and cooperating teachers' reflections refer to the student teachers' motivation for and engagement with TEYL. The findings show that teaching during the practicum appears to be understood and conducted as a reflective practice, is supported by theoretical input, and is perceived as being contextually relevant.

Paper 3: Pedagogical inquiry in the practicum

Flávia Vieira, University of Minho & Sandie Mourão, Nova University Lisbon, Portugal

In its various forms, namely action research, teacher inquiry has long been recommended and used to support reflective practice, educational change, and the promotion of self-improving educational systems. In preservice teacher education programmes, inquiry may be understood as a key element in overcoming a technical and sometimes simplistic view of teaching by helping student teachers develop an inquisitive attitude and the ability to collect and analyse classroom data as a basis for reflective practice. To understand how inquiry is developed in the practicum of the TEYL master programmes, the same sample of 22 practicum reports were analysed with a focus on data collection strategies and modes of inquiry. Only 6 HEIs explicitly integrate inquiry in the practicum, and although some diversity can be found among practicum models, action research is the preferred approach, involving various strategies like lesson observation, analysis of learner tasks and progress, learner feedback questionnaires and self-regulation tools, and teacher reflections in journals and portfolios. This is confirmed in the student teachers' survey results. The student teacher reflective accounts, as well as those of supervisors and cooperating teachers, show that inquiry-based professional learning is valued even though it presents difficulties for teachers who are new to pedagogical research. The findings suggest that investment in inquiry in the practicum should be extended to all TEYL master programmes, in alignment with current understandings of the importance of developing candidate teachers' research literacy.

## Panel A1 Teachers' roles in ECEC for multilingualism

Paper 1: Language learning opportunities in the pre-school EFL class: The role of the teacher's input

Alexandra Vraciu, University of Lleida & Elisabet Pladevall-Ballester Autonomous University of Barcelona, Spain

The relationship between teacher input and L2 learning opportunities in the foreign language classroom has been extensively documented in research focusing on teacher corrective feedback and learner uptake (Lyster and Ranta, 1997, among others). Nonetheless, corrective feedback is only one of the interactional processes that contribute to L2 learning in instructed contexts. Other processes, namely provision of comprehensible input, output production, and negotiation for meaning also foster L2 learning opportunities (Mackey, 2007). In this study we aim to analyse the extent to which these different interactional processes are supported through the teacher's input in the context of pre-school EFL instruction and how these processes create L2 learning opportunities for very young EFL learners.

The data was collected in an urban school in a medium-size town in Catalonia (Spain) with preschool children (i.e. aged 4-5 years old). Our corpus consists of 5 EFL sessions (125 minutes) taught by the same teacher as part of one learning unit. The sessions were video-recorded and subsequently analysed by means of the Teacher Input Observation Scheme (TIOS) (Kersten, 2019). Following TIOS, the teacher's input was scrutinised for the degree of support to comprehensible input, support to comprehensible output (i.e. promoting and reacting to learners' production, including the provision of corrective feedback) and the cognitive stimulation of the learners by means of tasks and activities. The results indicate that the pre-school teacher's verbal and nonverbal input fostered a wide range of interactional processes (mainly provision of comprehensible input, prompting of output production and translanguaging) and, as such, was rich in L2 learning opportunities. Nonetheless, several areas of improvement were detected, regarding both the design of the tasks (e.g. the extent to which they include all the learners, the activation of learners' previous knowledge) and the comprehensibility of the teacher's verbal input (e.g. the use of comprehension checks, the presence of verbal routines and models). We argue that systematic observation by means of TIOS allows us to align the teacher's input with the key psycholinguistic processes underlying L2 development and, in this way, maximise the language learning opportunities in pre-school EFL classes.

#### References

Kersten K. (2019). Einflussfaktoren im bilingualen Fremdsprachenerwerb. In A. Rohde, A.K. Steinlen (eds.), *Sprachenvielfalt als Ressource begreifen: Mehrsprachigkeit in bilingualen Kindertagesstätten und Schulen (Band II)*. Berlin: dohrmannVerlag, 35-70.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-66. Mackey, A. (2007). Interaction as practice. In R. M. DeKeyser (ed.). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 85-110). Cambridge: Cambridge University Press.

Paper 2: Preschool teachers as proactive agents within a multilingual context

Mila Schwartz, Eden Mazareeb Oranim & Sujoud Hijazy, Oranim Academic College of Education, Israel

The paper considers the critical role of in-service teachers as proactive agents in young children's language socialization within a multilingual context (Cekaite, 2020; Dubiner, Deeb, & Schwartz, 2018). The aim of the current case study of an emergent quarto-lingual girl, aged 4.5, was to address the question of how teachers support the child's multilingual socialisation by addressing her distinctive needs and ensuring equality of learning opportunities. Two major theoretical concepts have inspired this study: a notion of teachers' agency, and a notion of language socialization within multilingual preschool context. Within the field of social theory, agency has been defined by Emirbayer and Mische (1998) as "the capacity of actors to critically shape their own responsiveness to problematic situations" (p. 971).

The study was part of a larger two-year project which explored language socialization and children's language-based agency in a bilingual Arabic—Hebrew preschool in the Northern part of Israel. The present paper concentrates on Laura, who comes from a multilingual English / Spanish speaking family. Data comes from fieldnotes taken during meetings with the teachers and weekly ethnographic observations of classroom interactions. We have identified two main scaffolding strategies that the teachers used. First, they encouraged the child to accomplish a participatory role and to gain access to the ongoing interaction by using her dominant L1 (English) and by negotiating her peers' understanding. Second, the teachers' scaffolding strategies were contextualized and changed over time; after four months, they showed less patronizing treatment and gradual reduction of the language mediation. Within the wider international framework, the study highlights the crucial role of the teachers' development as proactive agents in ensuring that the early stage in novel language learning happens in a reduced stress environment and draws on the child's L1 knowledge. As teacher educators, we hope that our study will encourage professionals responsible for initial and continuing professional development to design curricula underpinned by research findings.

#### References

Cekaite, A. (in press). Early language education and language socialization. In M. Schwartz (Ed.), *Handbook of Early Language Education*. Springer International Handbooks of Education. Dordrecht, Netherlands: Springer.

Dubiner, D., Deeb, I., & Schwartz, M. (2018). "We are creating a reality": Teacher agency in early bilingual education. *Language, Culture and Curriculum, 31*(3), 255-271.

Emirbayer, M. & Mische, A. (1998). What is agency? *American Journal of Sociology, 103*(4), 962-1023.

### Paper 3: Let's tell a tale in English L2: Storytelling with very young learners in informal contexts

Elisa Bertoldi, University of Udine, Italy

Research has widely demonstrated that storytelling is a powerful means to promote an early approach to a second/foreign language (Bertoldi and Bortoluzzi, 2019). The theoretical framework of reference of the present study includes the socio-semiotic perspective of interaction and communication. Storytelling sessions are analyzed as social practice considering the dynamic interaction of its components: the participants (narrators and children); the action (storytelling in English L2 as a multimodal practice) and the context in which storytelling events take place (Zhang, Djonov and Torr, 2015). Implications for pre-service and in-service teacher training include the reflection on multimodal resources, such as picture books (Mourão, 2015), and techniques and strategies for storytelling that can be adapted to different contexts and diverse audiences.

The presentation will discuss the results of involving student teachers as volunteer storytellers in the project *Let's Tell a Tale* which promotes the use of storytelling in informal contexts in order to increase the exposure of very young learners and young learners to English as L2. It is the result of the collaboration between the University of Udine (Italy) and the municipal local libraries which host storytelling sessions in English L2 for children from 4 to 8 years old conducted by student teachers of Primary Education. The presentation will discuss the data collected during the project through questionnaires, observation grids and analysis of video-recordings of interactions between children and student teachers during the storytelling sessions in the libraries. The presentation will also show how the results of this study are used for student teacher and teacher training programs. Online communities, university workshops and open access online courses were organized to promote the use of narration as a fundamental means to help narrators promote children's communicative skills in English L2.

#### References

Bertoldi E. and Bortoluzzi M. 2019. *Let's Tell a Tale. Storytelling with Children in English L2.* Udine: Forum Editrice.

Mourão, S. 2015. The Potential of Picture Books with Young Learners. In Bland, J. ed. *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 year olds.* London: Bloomsbury Academic, pp. 199-218.

Zhang, K., Djonov, E. and Torr, J. 2016. Reading and Reinterpreting Picture Books on Children's Television: Implications for Young Children's Narrative Literacy. *Children's Literature in Education*, 47 pp.129–147.



Day 2

13 November 2020

Friday



Keynote: Claudine Kirsch, University of Luxembourg, Luxembourg

Professional development to promote innovative language teaching: Examples from multilingual Luxembourg

While multilingual programmes have been implemented in early childhood education in several countries in Europe, professionals may still be unsure of how to promote multilingualism and deal with language diversity. There is a need for professional development (PD) which can influence the practitioners' attitudes, knowledge and skills, and the quality of their teaching (Egert et al., 2018). This presentation begins with an outline of several theoretical models of PD and explains why integrated models that are collaborative, inquiry-based, and performance-based are the most effective in contributing to change. I will then present a PD used in Luxembourg to help early childhood practitioners develop and implement multilingual pedagogies. The model, which comprised training sessions, network meetings, and coaching, aimed to deepen the practitioners' understanding of multilingualism and language learning, familiarizes them with translanguaging (García & Otheguy, 2019) and enables them to implement language and literacy activities in Luxembourgish, French and children's home languages (Kirsch et al. forthcoming). Finally, I provide insights into the professional learning of two preschool teachers. The PD, the experience of engaging in multilingual activities, and the reflection on teaching and learning, enabled the teachers to develop a positive stance to multilingual education, design productive leaning environments based on social-constructivist theories, and monitor language use to guarantee responsible translanguaging (Kirsch 2020).

Egert, F., Fukkink, R. G., & Eckhardt, A. G. (2018). Impact of In-Service Professional Development Programs for Early Childhood Teachers on Quality Ratings and Child Outcomes: A Meta Analysis. *Review of Educational Research June*, 88(3), 401–433.

García, O., & Otheguy, R., (2019). Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*.

Kirsch C. (2020) Translanguaging as a pedagogy in formal and non-formal education in Luxembourg: theory into practice. In C. Kirsch & J. Duarte (Eds.), *Multilingual approaches for teaching and learning.* From acknowledging to capitalising on multilingualism in European mainstream education. Abingdon: Routledge.

Kirsch, C., Aleksic, G., Mortini, S. & Andersen, K. N. (forthcoming). Developing multilingual practices in early childhood education through a professional development in Luxembourg. (*International Multilingual Research Journal*) Manuscript accepted for publication.

Claudine Kirsch has been an Associate Professor at the University of Luxembourg, Faculty of Humanities, Education and Social Sciences since January 2012, having previously worked at Goldsmiths, University of London, and as a primary school teacher. She currently teaches on BA, MA and PhD programmes and her research interests include multilingualism, language learner strategies and family language policies. She is particularly interested in investigating the processes and practices of learning and teaching multiple languages in formal and non-formal educational settings. Since 2013, she has led two longitudinal research projects which address the need for innovative teaching practices in super-diverse Luxembourg, iTEO and MULIPEC. From January 2020, Claudine and her research team will examine the development of partnerships with parents in crèches and the use of multi-literacies with three-year-olds.

## Self-organised symposium B Challenges in research-based early childhood teacher education programs

There are increasing expectations that teacher education should be research-based (Cochran-Smith, 2013). Research-based teaching is often referred to as teaching that focuses on disseminating research results from teacher to student. However, Healey et al., (2006) argue that the term "research-based education" is more appropriate because it adds more nuances to the concept 'research-based teacher education', nuances that are not linked directly to teaching methods, but more general to the entire structure of education. According to Healey and his colleagues, teaching can be research-led, research-oriented, research-based or research-tutored, depending on the extent to which teacher education programs bring students into research as participants or audience, and to what extent the teacher education programs are more consistently focused on critical reflection and assessment of research processes and problems or are focused on research content.

In this symposium, we will highlight two issues that in various ways are linked to research-based education and multilingualism in early childhood teacher education. The first issue is related to student involvement where the students are actively engaged in investigative learning processes, and in turn how teaching in teacher education focuses on the research process and scientific thinking. The second issue is related to the knowledge base for early childhood teacher education and how recent theoretical perspectives and discussions on multilingualism in education are implemented.

Cochran-Smith, M. (2013). Trends and challenges in teacher education: National and International Perspectives. In A.-L. Østern, K. Smith, T. Ryghaug, T. Krüger, & M. B. Postholm (Eds.), *Teacher education research between national identity and global trends. NAFOL yearbook 2012* (pp. 121-135). Trondheim: Akademika Publishing.

Healey, M., Jenkins, A., & Kreber, C. (2006). Strengthening the teaching-research linkage in undergraduate courses and programs. *New Directions for Teaching and Learning*, 2006(107), 43-53. doi:10.1002/tl.244

## Paper 1: Student participation in research on multilingualism in early childhood education Elena Tkachenko, Oslo Metropolitan University, Norway

The National Curriculum for Early Childhood Teacher Education (ECTE) in Norway (2012, §1, 3.) says that ECTE should be "integrated, profession-oriented and research-based". However, little research exist on research-based teacher education, ways to integrate research into teacher education and influence of student participation in research on their professional competence (Munthe & Rogne 2015).

In this paper, we present and evaluate a research-based teaching module related to multilingualism in an ECTE programme in Norway. As part of the module, students were invited to participate in a research project which aimed at exploring multilingualism in kindergartens. Students received two assignments to work with during their practice placement: 1) they should fill in a

questionnaire about children's and teachers' multilingual competencies in the kindergarten and how these resources were used in different everyday activities, 2) they should make observations in the kindergarten and write a narrative from practice about a situation where other languages than Norwegian were used. Whereas all the students should do the assignments for seminars on multilingualism, which was part of their training programme, they could voluntarily choose to contribute with their data to the research project.

Based on interviews with the students and our own observations from the seminars, we discuss what learning outcomes the students received from taking part in this research-based module. We also discuss what effects the students' assignments had in the kindergartens that were involved. Finally, we discuss factors that can contribute to creating positive synergy effects between education and research in ECTE.

Munthe, E., & Rogne, M. (2015). Research based teacher education. *Teaching and Teacher Education*, 46, 17-24. doi:https://doi.org/10.1016/j.tate.2014.10.006

Paper 2: Ethical aspects as a limitation for the students' access to kindergarten as a learning arena?

Marit Sundelin & Anja Pesch, The Arctic University of Norway, Norway

The aim of this presentation is to discuss ethical aspects of research with multilingual children and its implications for Early Childhood Teacher Education. The presentation involves a methodological discussion of a field of tension between a requirement to involve student teachers in research-based teaching and the new European guidelines for personal information protection in research. An important element in our discussion is the ethical aspects concerning multilingual children's voices in research. The study is based on theory from the field of multilingualism (Garcia & Li Wei 2014) and on methodological discussions on the role of the researcher in research with children (Alderson & Morow, 2011). The presentation is based on our own research projects in kindergartens and experience from teaching and supervising bachelor students in Early Childhood Teacher Education. The data comes from observations of children, recordings of children's language production and studies of schoolscapes. For all research, informed consent was collected from all participants and it was possible to withdraw at any time.

Early Childhood Teacher Education requires the inclusion of ethical aspects concerning both student teachers' professional development and scientific thinking. The new requirements for personal information protection in Norway limit student teachers' access to kindergarten as a learning arena and the possibility to actively engage in research-based teaching. As a consequence, the student teachers' opportunity to engage in critical thinking and their development of both practical and ethical considerations of multilingual children's development is limited. Research-based teaching is narrowed to the dissemination of research carried out by university-based researchers who teach in Early Childhood Education. Our discussion highlights the implications for university-based teachers in Early Childhood Education and their responsibility to involve student

teachers in research-based teaching through tasks which enable student teachers to gain experience with certain ethical aspects and insights through reflection on their own professional practice. In our presentation, we provide examples of tasks from our classes with and supervision of student teachers.

Garcia, O. and Wei, L. (2014) *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Macmillan.

Alderson, P and Morrow, V. (2011). *The Ethics of Research with Children and Young People*. London: Sage Publications.

Paper 3: A multilingual turn in the knowledge base in early childhood teacher education?

Gunhild Tomter Alstad, Inland Norway University of Applied Sciences, Norway

In recent educational policy documents in the Nordic context, linguistic diversity and multilingualism is regarded as a resource for second language teaching and learning. This resource-orientation is in line with the "multilingual turn" in second language research (Garcia, 2009). There is, however, little research into how teacher education programs, both theoretically and practically, prepare teacher students for the multilingual settings in ECEC contexts. Little is known about how different educational institutions have implemented the resource-orientation towards multilingualism in their local teacher education programs.

This paper presents an analysis of curricula and syllabus from 10 different Norwegian early childhood teacher education institutions. The theoretical framework for the analysis is García's model for bilingual education. By exploring the terminology that is used, such as 'mother tongue', 'second language', 'multilingualism' and 'linguistic diversity', as well as the knowledge base underlining the students' theoretical studies, I discuss which implicit and explicit views on multilingualism are reflected in the curricula, and how the curricula can be linked to monoglossic and heteroglossic language ideologies. Findings show that the curricula tend to open towards more heteroglossic language ideologies, but that the syllabi are based on more monoglossic ideologies. In my closing comments, I will contrast the findings from the Norwegian context to teacher education context in Sweden and Iceland and provide possible ways forward for teacher education curricula.

García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Chichester: Wiley-Blackwell.

#### Panel B1

#### Teacher education for plurilingualism, multilingualism and translingualism

Paper 1: English in primary education: Plurilingual and intercultural approaches.

Ana Raquel Simões CIDTFF, University of Aveiro, Portugal

English has, since 2015, been the mandatory foreign language in primary Portuguese schools in the 3rd and 4th grades. This measure of educational linguistic policy has brought new challenges to teacher education. It is our belief that there is a need to promote the training of critical and reflective professionals, capable of educating in English in the first years of schooling, but also of questioning the role of this language in an educational context that intends to be intercultural, encompassing the implementation of plural approaches. According to these plurilingual education paradigms, it is supposed that linguistic diversity will be respected and, in addition, valued and promoted. In this communication we are going to present an analysis of projects designed and implemented during the practicum by master students of Teaching English in the 1st Cycle/Primary Education of a Portuguese public university.

Since the beginning of the degree we identified and analyzed all the reports, which were finished and defended between 2016 and 2019, the title of which and / or keywords covered issues of multilingual, intercultural and / or any type of plural approach. The analysis of the reports focused on: the methodology of the projects, the typology of didactic strategies adopted, the languages and cultural groups involved, the typology of pedagogical-didactic materials / resources, main constraints and conclusions. Overall, the analysis showed that: (i) teachers were able to discover meaningful links between the EFL curriculum, other curricular areas and global issues; (ii) they used active and student-centred methodologies, as well as transformative pedagogies, based on cooperative learning, and critical thinking; (iii) despite the limited duration of the projects, they were able to promote different intercultural outcomes; (iv) teachers highlighted the importance of Curricular Units in the University involving plural approaches and awareness to languages.

With this analysis, we intend to understand how the English teachers in primary education, during their master degree, are implementing projects that encompass a multi-cultural, intercultural dimension in these first levels of education and which identify the main challenges that these future teachers face, in order to discuss how to better prepare them to teach for diversity in contemporary societies and to understand the role of plural approaches in this context of teacher education.

# Paper 2: South African student teacher preparation: The multilingual challenge Eileen Scheckle, Nelson Mandela University, South Africa

As happens in many multilingual countries, South Africa's education system makes provision for mother tongue instruction. Unlike many of these countries, which might have one or two official language, the South African constitution recognises 11 official languages. The language in education policy, LiEP, of 1997, recognises that developing all official languages is an ongoing process within the education system. It also recognises that learners' languages are assets and that social and individual multilingualism is the norm. Despite these early positions, McKinney (2016) has drawn attention to the monolingual bias in the framing of curricula documents and suggests that these not only have limited the promotion of multilingualism, but have also ensured the continued dominance of English at the expense of other languages.

The aim of this paper is to explore how student teachers are supported and challenged to shift to a multilingual approach to teaching in the Foundation Phase (ages 5 to 9). The language in education policy together with McKinney's (2016) concept of anglonormativity provide a theoretical perspective from which to examine changes in the teacher education curriculum and delivery. The increased number of language-focused courses, together with attendant documentation, indicate the envisaged shifts towards multilingual practices but how these are delivered and the possible challenges therein will form the focus of the exploration. A discourse analysis of the curriculum documents together with interviews with the lecturers responsible for delivery of these courses indicate various lacuna between design and application. Some challenges and tensions emerge from designing curricula that meet bureaucratic requirements rather than linguistic needs, while other tensions develop around different language pedagogies and delivery modes. As this is a new curriculum which is currently being phased in, students' responses, though critical, have not been available.

McKinney, C. (2016). *Language and power in post-colonial schooling: Ideologies in practice*. New York, NY: Routledge

## Paper 3: Multilingualism vs translingualism in teacher education: Changing perspectives Nayr Ibrahim, Nord University, Norway

Multilingualism is a statistical fact. Numerous sources (Von Ahn *et al*, 2010) provide evidence that, from a quantitative perspective, multilingualism is the norm. However, the situation is ambiguous, as this apparent acceptance of multilingualism foregrounds the *multi*, at the expense of a deeper understanding of the qualitative and *'trans*lingual' aspects of the phenomenon. This discrepancy between the perceived and the actual experience of multilinguals has created a false sense of well-being and glosses over the monolingual foundations of education, which results in inadequate language experiences for children and teachers at all educational levels. In order to demonolingualise education and redress the balance, the hybridity of everyday lived experiences should be made visible in educational practices. Furthermore, teacher education programmes should develop teachers' understanding of multi/translingualism in order to help them manage the language resources and identities of the children in their classrooms.

Based on a holistic view of multilingualism (Cenoz and Gorter, 2015), this small-scale action research project explores teachers' voices as they are exposed to multi/translingual practices in two teacher education programmes. These teachers in Norway fall into two groups: pre-service, training to become primary teachers, and in-service, attending a CPD programme in English for lower secondary. Using participant observation, creative methods, such as, language maps, and reviewing and reflecting documentation, I aim to uncover teachers' changing perspectives on multi/translingualism. Initial findings indicate that teachers are encountering the multilingual phenomenon in education for the first time, they develop a more nuanced understanding of multi/translingualism, they enjoy uncovering their own multilingualism using creative methods, they reflect positive attitudes towards multilingualism yet hesitate to implement these practices in the classroom.

Cenoz, J. and Gorter, D. (2015) Towards a wholistic approach in the study of multilingual education. In J. Cenoz and D. Gorter (eds.) *Multilingual Education: Between Language Learning and Translanguaging (pp. 1-15).* Cambridge: Cambridge University Press.

### Panel B2 Assessment in teacher education

Paper 1: An experience of educational transformation in early childhood and primary teacher education for multilingualism.

Eunate Arebiotorre & Ainara Imaz Agirre, Mondragon University, Spain

In the society of the future, education will be the key to change; but for this to happen, a radically different educational model is needed, one that supports people to adapt to a society in constant transformation. A model that enables educators to transform education, develop a conscious and critical awareness, be committed to the profession, and develop a multilingual, multicultural profile with a creative and global outlook (Imaz Agirre and Ipiña, 2020).

The aim of this paper is to share the process of educational transformation in Early Childhood Education and Primary Education degrees at Mondragon University, in the Basque Country. This is the challenge we faced during an experience of educational transformation at our university, where our student teachers speak Basque and Spanish and train to become teachers of English as a FL, and which has led to significant changes in our pedagogical model (Rimari, 2016). This new pedagogical model is based on competencies and personal attributes and formative assessment is a decisive tool to support student development. That is, the student becomes aware of and responsible for their learning process, and the assessment process reinforces, deepens, develops and expands this process. Assessment contributes to regulating teaching and learning, which in turn should contribute to identifying the needs and difficulties of the student in the process, so that they can be improved. This model of formative assessment has been instrumental in changing the role of the university teacher - from being a transmitter of knowledge to becoming a mentor in the student teachers' learning process.

In our presentation, we discuss how this approach to assessment has had a clear impact on our student teachers: from a multilingual perspective, this educational transformation and assessment has had a positive impact on their language competence and their personal attributes in order to foster multilingual spaces and become linguistically and culturally appropriate student teachers (Chumak- Horbatsch, 2012, 2019).

Paper 2: Implementing the policy of very early foreign language education by means of the PEPELINO: one size fits all?

Joanna Rokita-Jaśkow & Werona Król-Gierat, Pedagogical University of Cracow

Teacher agency is a crucial element in pursuing any language policy as it is the teachers' actual pedagogical practices which ensure its implementation, as these practices are mediated by teacher beliefs, which are individualistic, dynamic and contextual, resulting in inter-individual differences in applying multilingual policies and pedagogies. While most of the studies conducted on teacher agency in policy implementation focus on teacher beliefs and multilingual practices (e.g. Lundberg, 2019, Kirsch, 2018, Haukås, 2016), the following paper focuses on implementing European language policy guidelines with respect to early foreign language education and pluralistic approaches.

The paper describes a quantitative study involving early education in-service teachers in Poland who attended a 3-semester post-graduate course for language teaching. The descriptors used in the *European language portfolio for pre-primary educators* - PEPELINO (Goullier et al., 2015) were used as survey items, which the participants were then evaluated on at the end of their training in order to see whether all course objectives were achieved. The data analysis revealed that '... Supporting the linguistic development of children with other first languages than Polish' showed the least positive responses from the respondents, despite a significant course module devoted to this issue. Therefore, one conclusion is that it might be more difficult to foster plurilingualism and attitudes of intercultural interest in adult teachers via a training course. It is hypothesised it is due to the fact that the teachers lack intercultural experience themselves, and consequently, it is doubtful if they will be able to raise similar stances in their learners, thus fulfilling the goals of European early language education policy. Implications for adapting and revising course content will be suggested and discussed, such as reflective tasks raising intercultural interest.

Goullier, F., Carré-Karlinger, C., Orlova, N., Roussi, M. (2015). *European language portfolio for pre-primary educators. The plurilingual and intercultural dimension*. European Centre for Modern Languages of the Council of Europe.

Haukås, Å. (2016) Teachers' beliefs about multilingualism and a multilingual pedagogical approach, *International Journal of Multilingualism*, 13:1, 1-18, DOI:10.1080/14790718.2015.1041960

Kirsch, C. (2018): Dynamic interplay of language policies, beliefs and pedagogy in a preschool in Luxembourg, *Language and Education*, DOI:10.1080/09500782.2018.1487452.

Lundberg, A. (2019). Teachers' beliefs about multilingualism: findings from Q method research, *Current Issues in Language Planning*, 20:3, 266-283, DOI:10.1080/14664208.2018.1495373

### Self-organised symposium C

Learning how to use picturebooks in early EFL classrooms: From seminar to classroom

Introduction: Time and time again, picturebooks have been suggested for the teaching of young language learners. And yet, whether they are used regularly in early language classrooms depends on teachers' confidence to incorporate them and to design meaningful activities around them. This symposium aims to share insights into how student teachers are introduced to the use of picturebooks in the early EFL classroom. Our talks report on students' projects in three European countries and at various stages of their teacher education. We endeavour to show the many facets that EFL learning with picturebooks entails and how teacher educators can develop students' expertise in using this resource. Our focus will be on task-based activities that encourage student teachers to plan, carry out and reflect on multi-session teaching units with early language learners, such as creating storybooks in seminars, designing picturebook-based EFL sessions during their practicum and elaborating their teaching-based master thesis. By showcasing these various handson projects and analysing expectations and concerns voiced by student teachers in assignments, reports and interviews, we hope to contribute to the on-going discussion about how the gap between theory and actual classroom practice can be bridged with regard to picturebooks in early language learning programmes.

Paper 1: Creating storybooks for improving oracy and classroom talk in English

Teresa Fleta

& M. Luisa García Bermejo, Complutense University, Madrid

This presentation explores methodologies that focus on the effectiveness of stimulating the learners' creativity as a resource for teaching content and language to young learners (Coyle, 2007). The pedagogical experience is based on the idea that the best manner to teach English to young learners is by involving them actively in the learning process through creative practices (Pugliese, 2010). To this end, picturebooks were used as a supporting pillar for a multifold purpose: to improve oracy (listening and speaking), to stimulate the learners' imagination and creativity, and to foster the thinking, social and literacy skills (Brewster, Ellis & Girard, 2004).

The participants in the pedagogical experience were primary education student teachers specializing in English from the School of Education at Madrid Complutense University. The student teachers' main task was to create picturebooks to teach oracy and literacy skills to preschool and primary learners. The project comprised four strands: inspiring learners; creating opportunities to explore writing and illustrating; encouraging independent and group work; and exploring stories in English from the viewpoint of the writer, reader and listener.

The bulk of the presentation will report on what materials promoting English language learning were developed by students. The created storybooks highlight different uses of sounds in texts: speech sounds, prosodic features, rhythmic patterns, rhyme, alliteration, onomatopoeia, etc. The lesson plans, illustrations and stories created by the learners suggest that students at university were stimulated greatly by the topic and by the pedagogical experience. Finally, the talk will

conclude by evaluating where the outcomes of this task-based project lead us in terms of pedagogical implications of using picturebooks as inspiration for fostering creativity and for improving learning though English.

Brewster, J., Ellis, G. & Girard, D. (2004). The Primary English Teacher's Guide. London: Penguin.

Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *The International Journal of Bilingual Education and Bilingualism*, 10(5): 543-62.

Pugliese, Ch. (2010). *Being Creative: The challenge of change in the classroom*. Peaslake: Delta Publishing.

#### Paper 2: A student teacher's journey with picturebooks

Sandie Mourão, Nova University Lisbon, Portugal

Storytelling is a recommended approach for teaching early foreign languages. Using picturebooks, in particular, also provides 'high-quality input' (Bland, 2019: 87) and allows for language learning which moves beyond a focus on language *per se*, but instead develops learners' literary literacies and values the picturebook as object (Mourão, 2016). However, a recent nationwide study in Portugal, investigating study plans for the MA in TEYLs, highlighted the small number of curricular units (CU) overtly contributing to developing competences associated with selecting, using and mediating children's literature, and picturebooks in particular. The MA, which is the context for this presentation, does not have a CU for children's literature, instead regular encounters with picturebooks, accompanied with conversations around their potential and subsequent reflection around these encounters, are included in a CU on methodologies for teaching YLs.

My intention in this case study is to document the impact this approach to teaching children's literature had on one particular student teacher, Paula. I will describe how Paula encountered and reflected upon this experience with picturebooks during the CU on methodologies, and later went on to undertake a small piece of action research focusing on picturebooks during her teaching practicum. My wish is to highlight 'instances of learning' (Halbach, 2016: 58) during the move from theory into practice. Data will come from Paula's portfolio reflections, our email correspondence over two years, tutorial summaries, my reflections, and excerpts from Paula's final MA report. Through her multiple discoveries and realizations, I will document Paula's learning and show how she was able to successfully integrate theory into practice, reflect on this and develop the relevant competencies associated with teaching English with picturebooks. I will conclude with thoughts on study plans which omit a focus on children's literature in early language learning.

Bland, J. (2019). Teaching English to young learners: More teacher education and more children's literature! *Children's Literature in English Language Education Journal*, 7(2), 79-103.

Halbach, A. (2016). Empowering teachers, triggering change: A case study of teacher training through action research. *ESE-Estudios Sobre Educacion*, 31, 57-73.

Mourão, S. (2016). Picturebooks in the Primary EFL Classroom: Authentic Literature for an Authentic Response. *Children's Literature in English Language Education Journal*, 4(1), 25-43.

### Paper 3: Entering the world of early EFL classrooms: Student teachers' experience with picturebooks

#### Annett Kaminski, University of Koblenz-Landau, Germany

This presentation investigates how teacher educators can encourage student teachers to learn from challenges that they experience when they first use picturebooks in early EFL classrooms. The talk will discuss a project for student teachers' master thesis that incorporates an element of teaching practice, based on the understanding that teachers need to establish self-reflective practice in order to develop and maintain their expertise (Colwell et al., 2015) when working with picturebooks in early EFL classrooms.

As part of their master thesis, student teachers plan, conduct and reflect upon a ten-session cross-curricular unit on a picturebook with learners between 6 and 9 years of age. This involves a review of academic papers, an assessment of their learners' needs, and an analysis of linguistic and aesthetic features of the particular picturebook, all of which inform decisions as to how to present the text, and how to organise suitable follow-up activities that allow learners to revisit and reproduce language from the picturebook - in a way that is both meaningful and holistic (Ellis, 2018).

The design of the teaching-based master thesis is inspired by practitioner research traditions, especially reflective teaching practice (Farrell, 2018). Throughout their teaching phase, student teachers keep a teaching journal, which encourages them to analyse their actions in the early EFL classroom and their learners' reactions. Student teachers' reflections, as articulated in their master thesis and in recent interviews, indicate that they found similar incidents noteworthy with regard to using picturebooks in early language classrooms. This talk will highlight aspects most frequently referred to, such as lesson planning and classroom management as well as learners' response to the regular use of English in the classroom and to the shared experience with a picturebook. It will close by suggesting how student teachers' reflections on the use of picturebooks in early language classrooms can inform teacher education.

Colwell, J. et al. (2015). Reflective Teaching in Early Education. London & New York: Bloomsbury.

Ellis, G. (2018). The picturebook in elementary ELT. Multiple literacies with Bob Staake's Bluebird. In: Bland, J. (Ed.) *Using Literature in English Language Education*. London and New York: Bloomsbury, pp. 83-104.

Farrell, T. S. C. (2018). *Reflective Language Teaching. Practical Applications for TESOL Teachers*. Second edition. London& New York: Bloomsbury.

## Panel C1 Surveying Teachers' competencies, attitudes and practices

Paper 1: Primary EFL teachers with different qualifications: A study focussing on teachers' enthusiasm and L2 proficiency

Eva Wilden, University of Duisburg-Essen, Germany & Raphaela Porsch, University of Magdeburg, Germany

Parents, learners as well as other educational stakeholders expect that teachers who teach a foreign language are proficient speakers of the L2 and are passionate about teaching it. However, this might actually not be the case when teachers teach a language without having the respective formal subject-specific qualification, i.e. as non-specialist teachers (Porsch & Whanell, 2019). This study focuses on primary EFL (English as a foreign language) teachers from Germany and their professional characteristics. The study surveyed primary teachers (n = 844), who regularly teach EFL but differ in their formal qualifications. Three types of qualifications were identified, i.e. fully trained EFL teachers, teachers who had completed post-qualification courses and teachers who had been trained only in subjects other than English. The study explored potential differences in professional characteristics among these three groups of teachers. It found that the subject-specific qualification of EFL primary school teachers is related to differences in the teachers' enthusiasm for teaching EFL and their L2 proficiency. Findings suggest that fully trained EFL teachers are more likely to be motivated to teach EFL and speak the L2 on higher level than non-specialist EFL teachers. These findings confirm evidence from prior studies which found that non-specialist EFL teachers are less proficient in the L2 (Dörr, 2018).

This presentation will first introduce primary teacher education in Germany and explain how the primary teacher education system actually causes the phenomenon of non-specialists EFL teaching. Next, the theoretical underpinning and research design of the study will be introduced. Finally, the findings will be presented and critically discussed. Evidence of the study gives cause for concern regarding current educational politics for early language learning. For example, in Germany non-qualified teachers (in German: 'Seiteneinsteiger') increasingly take up primary teaching positions due to a teacher-shortage – with unclear consequences for the quality of primary EFL education (Wilden & Porsch, accepted/2020).

Dörr, S. (2018). *Lehrer- und Schülersprache im Englischunterricht der bayerischen Mittelschule*. Münster: Waxmann.

Porsch, R., & Whanell, R. (2019). Out-of-Field Teaching Affecting Students and Learning: What is Known and Unknown. In L. Hobbs & G. Törner (Eds.), *Examining the Phenomenon of "Teaching Out-of-Field": International Perspectives on Teaching as a Non-Specialist* (179-191). Singapore: Springer.

Wilden, E., & Porsch, R. (accepted/2020). A Critical Analysis of the German Public Debate about an Early Start in Primary Foreign Language Education. *Language Teaching for Young Learners, Special Issue: National foreign language policies for primary schools. Global perspectives*.

Paper 2: Is there a basis and necessity for teaching English as a Lingua Franca in primary school?

Fabian Esleben, TU Dortmund, Germany, Norway

Within the last decades, English has become *the* global language par excellence. English as a Lingua Franca (ELF), defined as "multilingual communication in which English is available as a contact language of choice" (Jenkins 2015, 50) thus is of increasing relevance. In the light of this definition, ELF can be considered as a viable opportunity for fostering multilingual spaces, taking on special significance with regard to teaching and preparing future generations for global communication. Most of the academic literature on teaching ELF focuses on advanced classes. Due to the comprehensive impact ELF has on our way of speaking English and the learning opportunities it can offer, investigating to what extent there is a basis for ELF teaching in primary school is advantageous.

In order to shed light on this question, interviews with German primary school teachers of English and parents were conducted. The presentation seeks to give account of those teacher's attitudes towards the English language, opportunities and challenges they see with using an ELF approach to teaching in primary school and ultimately whether they could see ELF as a viable learning opportunity in lower grades as well. In order to investigate in which contexts children use and are expected to use the language in the future, parents of primary school children were interviewed.

As the research mainly focuses on "understanding how people perceive things" (Silverman 2017, 15), the interview is based on qualitative criteria. Results suggest that the majority of teachers are open towards the idea of ELF informed teaching but are uncertain of the role of error correction and whether a native-speaker focus is more appropriate in Primary School. The parents interviewed seem to prefer a more direct assertion of ELF aware teaching, seeing the approach as an opportunity to reflect the multilingual reality we live in.

Dewey, M. and Patsko, L. (2018). ELF and teacher education. In J. Jenkins, W. Baker & M. Dewey (Eds.). *The Routledge Handbook of English as a Lingua Franca*. London, New York: Routledge, 441-455.

Jenkins, Jennifer. 2015. Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice* 2(3): 49–85.

Silverman, David (2017). Doing Qualitative Research. London: SAGE Publications Ltd.

Paper 3: Pedagogical challenges of foreign language teaching in mixed-age primary school classrooms and the implications for teacher education

Tomas Kos, University of Leipzig, Germany

An increasing number of primary schools, mainly in western European countries, have established mixed-age (M-A) classrooms due to the belief of the teaching community in the pedagogical and social benefits of this approach (Smit & Engeli, 2015). In the area of foreign language teaching, the M-A approach has gained popularity, particularly at the primary school level (Heizmann, Ries & Wicki, 2015; Thurn, 2011). However, despite the increase in the number of M-A foreign language classrooms, the benefits of this approach remain unclear. This lack of clarity might be caused by the lack of research on M-A teaching practices in foreign language classrooms. Moreover, language teachers appear to be untrained and thus unprepared for the challenges of language teaching in M-A classrooms.

Focusing on primary school classrooms and linking relevant research findings with my own teaching experience and observation, the main aim of this presentation is to address some important pedagogical challenges of M-A teaching. Specifically, I consider in what ways and to what extent differentiated instruction is possible in these classrooms. Later, I discuss the issue of the "right" approach to M-A teaching and provide some pedagogical suggestions. Finally, I draw implications for teacher's education, hoping to provide practical advice that could support teacher's teaching endeavours in these classrooms.

Heinzmann, S., Ries, S., & Wicki, W. (2015). Expertise "Altersdurchmischter Fremdsprachenunterricht im Fach Englisch. *Forschungsbericht*, *51*. Luzern: Pädagogische Hochschule Luzern.

Smit, R., & Engeli, E. (2015). An empirical model of M-A teaching. *International Journal of Educational Research*, 74, 136–145. <a href="http://dx.doi.org/10.1016/j.ijer.2015.05.004">http://dx.doi.org/10.1016/j.ijer.2015.05.004</a>

Thurn, S. (2011). *Individualisierung ernst genommen. Englisch lernen in Jahrgangsübergreifenden Gruppen (3/4/5).* Bad Heilbrunn.

### Panel C2 Teacher education and literacy in a FL

Paper 1: Early reading in English: uncovering the process with teacher learners

Melanie Ellis, Silesian University of Technology, Gliwice, Poland

In an instructed setting, children who can already read in their first language (L1) (Polish) are at an early stage of reading in English as a foreign language (L2). As the two languages differ considerably in orthographic depth (Katz & Frost, 1992) and grain size (Ziegler & Goswami, 2005), some children are still learning to decode letters to sounds, using their L1 skills as a starting point. In order to help struggling readers it is important that the teacher assists them, but in order to do so effectively it is helpful to have an understanding of lower-order reading processes. Within an undergraduate teacher education programme we set tasks designed to help teacher-learners (TLs) begin to acquire this understanding.

Taking a self-study approach, assisted by dialogue with a critical friend, (Loughran, 2007), this paper looks at how the undergraduate TLs perceive the process of learning to read, on the basis of questionnaires, written accounts of observed lessons and a recorded class discussion. We discuss how the TLs view the differences between L1 and L2 reading and the role of the teacher in supporting struggling readers. From this context-specific data we abstract approaches that might be taken in a teacher education course, with the aim of helping TLs gain awareness of the complex processes involved in children learning to read in a foreign language, building on existing knowledge from reading in their L1(s). We highlight the question of how theory can be built from practice.

Katz, L. & Frost, R. (1992) The reading process is different for different orthographies: The Orthographic Depth hypothesis. *Advances in Psychology*, *94*, 67-84. <u>doi.10.1016/S0166-4115(08)62789-2</u>

Loughran, J. (2007) Researching teacher education practices. Responding to the challenges, demands, and expectations of self-study. *Journal of Teacher Education*, 58(1), 12-20

doi: 10.1177/0022487106296217

Ziegler, J. & Goswami, U. (2005) Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory. *Psychological Bulletin* 131 (1), 3-29. doi: 10.1037/0033-2909.131.1.3

Paper 2: FL literacy teacher needs at primary level – a comparative study

Katarzyna Brzosko-Barratt, University of Warsaw, Poland & Mateja Dagarin Fojkar, University of Ljubljana, Slovenia

The presentation focuses on a comparative study (Poland, Spain, Slovenia) of the needs of FL teachers in developing FL literacy in primary contexts. Research indicates a gap in continued literacy development which is also reflected in the limited opportunities in teacher education in foreign literacy development for primary teachers in FL and CLIL teaching (Pérez Cañado, 2016). As many European countries introduced English language teaching at pre-primary and primary levels (Enever & Lindgren, 2017; Murphy, 2014), providing teachers with developing their pupils' bilingual literacy skills has proven to be essential. However, most of the teacher education courses do not provide sufficient training in this area.

This study is part of the large-scale teacher education project focusing on developing FL literacy carried out in collaboration among universities and primary schools in Spain, Poland and Slovenia. The project is exploring the knowledge base, experiences and needs of primary school language teachers in the area of FL literacy. This paper aims to present the results of the online questionnaire conducted in the three countries among EFL and CLIL teachers (N=350) in grades 3-5 of primary school focusing on the needs assessment in the area of foreign language literacy. Besides revealing teachers' practices in developing FL literacy, the study indicates teachers' appeal for support in developing literacy across the curriculum. Teachers in all three countries expressed a desire for additional training in developing FL literacy systematically, including the selection of texts and activities. The implications of the study demonstrate the need for teacher education in literacy development in a cross curricular manner and the link between L1 and L2 literacy which we will try to address through online teacher education courses, transnational workshops and FL teacher training modules designed in collaboration between university educators and classroom teachers.

Enever. J. & Lindgren, E. (Eds.) (2017). *Early Language Learning: Complexity and Mixed Methods.* Bristol: Multilingual Matters.

Pérez Cañado, M. L. (2016). Are teachers ready for CLIL? Evidence from a European study. *European Journal of Teacher Education*, 39(2), 202-221.

Murphy, V. A. (2014). Second Language Learning in the Early School Years: Trends and Contexts. Oxford: OUP.



Keynote: Ana Maria Halbach, University of Acalá, Spain.

Teachers CLILing ELT: Experimenting with different formats of teacher education.

Any methodological innovation requires effective training, to allow practitioners to make sense of it and bring it to life in their own classrooms. But what is effective training? What kind of teacher education programs are really successful? And what are the ingredients of this success? Throughout these past years I have been involved in training teachers in an innovative approach to teaching English in the context of CLIL programs with varying degrees of success. This approach to ELT for CLIL (Halbach, 2018) is a text-based approach to English language teaching (Mickan, 2013; Brisk, 2015) which changes the focus from teaching the four skills - reading, speaking, listening and writing - to a more holistic literacy development. The training opportunities I have developed have taken different formats, from pre-service courses to supervised action research projects (Halbach, 2016) and even a fairly large-scale international cooperation project (Erasmus+). In this talk I examine these different teacher education formats, looking at the impact they have had on teachers' actual classroom practice, as well as on their conceptualization of English language teaching. In doing so, I will try to identify the processes and elements that contribute to the impact of such training, and thus need to be taken into account when designing teacher education programs that are meaningful to participants and have a sustainable effect on their understanding of, and ability to implement, this – or any – new methodology.

Brisk, M. E. 2015. Engaging Students in Academic Literacies. New York / London: Routledge.

Halbach, A. 2016. Empowering Teachers, Triggering Change: A Case Study of Teacher Training through Action Research, *ESE-Estudios Sobre Educacion*, 31, 57-73.

Halbach, A. 2018. A literacy approach to language teaching: a proposal for FL teaching in CLIL contexts. Enseñanza de lenguas basada en el desarrollo de la literacidad: una propuesta para la enseñanza de lenguas extranjeras en el contexto de proyectos AICLE. *PULSO. Revista de Educación*, 41: 205-223, available from <a href="https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/310">https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/310</a>.

Mickan, P. 2013. Language Curriculum Design and Socialization. Bristol: Multilingual Matters.

Ana Halbach is a full professor in the Department of Modern Languages at the Universidad de Alcalá, Spain. She is currently involved in research which focuses on the impact of CLIL on students' motivation and performance levels in relation to their socio-educational status. She is part of an *Erasmus +* project investigating literacy development in bilingual education at Alcalá University, and is involved in a number of teacher training projects in collaboration with various institutions. Ana has published widely in the field of CLIL, both nationally and internationally.



Day 3

14 November 2020

Saturday



Keynote: Carmen Becker, Technical University of Braunschweig, Germany.

English language teacher education for the 21st century: Permeating classroom boundaries.

There has been a major shift in the availability of access to authentic learning spaces for autonomous foreign language learning in the 21st century (cf. Clapp et al. 2017). A growing number of young learners reside in informal online affinity spaces that allow for self-expression and new skill development through authentic resources with content they can choose and control themselves, all in a foreign language (cf. Gee 2017). Virtual learning spaces have become social spaces where learners, driven by their own interest, consume and produce English and, moreover, autonomously develop and improve their language skills. As learners increasingly access learning environments online, schools as formal physical learning spaces lose their monopoly over language learning. Empirical data reveals that schools are still disconnected from the learning landscapes in which learners reside in private (Gee & Hayes 2011: 69). Many foreign language teachers seem neither to be aware of their students' learning landscapes nor prepared to connect them.

My talk will explore existing learning spaces for autonomy that offer the opportunity to merge personal and institutional learning environments and which can stimulate constructive learner activities, engagement and competency development through creative self-expression. I will first present and examine empirical interview data that offers insights into the learning processes of student teachers at university and in teacher training. From this data I will derive key competencies to be integrated into teacher education to prepare future teachers to transcend learning landscapes and develop innovative foreign language environments. I will suggest that foreign language teacher education needs to focus on preparing teachers for linking language learning spaces and moving beyond a singular focus on language skill development.

Clapp, E.P., Ross, J., Ryan, J.O., Tishman, S. (2017). *Maker-Centered Learning. Empowering Young People to Shape Their Worlds*. San Francisco: John Wiley & Sons

Gee, J.P. (2017). *Teaching, Learning, Literacy in Our High-Risk High-Tech World. A Framework for Becoming Human*. New York: Teachers College Press.

Carmen Becker is a Professor of English Language Education at TU Braunschweig in Germany. She is co-editor of the journal *Grundschule Englisch* and the book series *Foreign Language Pedagogy – Content and Learner Oriented* with *Peter Lang Publishing*. Carmen has wide experience in the field of foreign language teaching having been an English and science teacher for nine years, an in-service teacher trainer for more than 20 years, and a member of commissions for the development of the English and heritage languages curriculum guidelines at the Ministry of Education of Lower Saxony, Germany. She has a number of publications on portfolio assessment and interaction as well as task-development and media use. In her recent research Carmen focuses on task development for multilingual foreign language teaching as well as learning for autonomy in prepared learning environments. She coordinates the first ELT Makerspace at her university.

### Self-organised symposium D Exploring effective pedagogical approaches in preschool multilingual classrooms

**Introduction:** The TEdELL 2020 conference focuses on the education and professional development of teachers meeting multilingual children in preschool educational settings. The proposed symposium aims to increase our understanding of the characteristics of effective pedagogical approaches in early education of bi/multilingual children in three countries – Iceland, Luxembourg, and Israel – with growing immigrant populations.

The symposium will show how teachers' search for efficient strategies in early multilingual development and education might be interpreted from diverse theoretical perspectives, e.g., linguistically- and culturally-appropriate practices (Chumak-Horbatsch, 2012), the contribution of language-conducive strategies to enhancing children's willingness to communicate in their heritage language (Schwartz, 2018), and the role of storytelling in development of children's language, and literacy skills (Sénéchal & LeFevre, 2002). The proposed studies' data collection and analyses involved methodological and participant triangulation.

Chumak-Horbatsch, R. (2012). *Linguistically appropriate practice: A guide for working with young immigrant children*. Toronto: University of Toronto Press.

Schwartz, M. (2018). Preschool bilingual education: Agency in interactions between children, teachers, and parents. In Schwartz, M. (Ed.). *Preschool Bilingual Education: Agency in Interactions between Children, Teachers, and Parents* (pp. 1-24). Springer.

Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child development*, 73(2), 445-460.

Paper 1: Linguistically appropriate educational practices in early language education in Iceland

Hanna Ragnarsdóttir, University of Iceland & Kriselle Lou Suson Jónsdóttir, Reykjavík City Department of Education and Youth

This paper presents findings from a study in linguistically diverse preschool contexts in Iceland. The aim of the study was to explore how preschool teachers develop linguistically appropriate educational practices to respond to the linguistic diversity of the children in their preschools. Iceland has seen rapidly changing demographics in recent years as a result of growing immigration to the country. This is reflected in the education system where children speak altogether around 100 languages. Although Icelandic and Icelandic sign language are the only official languages, other languages are slowly gaining recognition.

The study was conducted in four linguistically diverse preschools in two different areas of Iceland, one urban and another rural, and is part of an ongoing (from 2020-) qualitative project where language policies and practices of diverse immigrant families are explored; how these families, their

children's schools and teachers interact and cooperate in relation to their children's language learning and what kinds of linguistically and culturally appropriate educational practices (Chumak-Horbatsch, 2012; Cummins, 2004) are found in the four participating schools.

Methods included semi-structured interviews with preschool teachers, principals and parents as well as observations in the preschools. The findings indicate that the preschool teachers, supported by their principals, develop various linguistically appropriate educational practices in cooperation with the parents and build on resources that the children and families bring to the preschools (Moll et al., 1992). Both teachers and parents build on a belief in equitable learning contexts for linguistically diverse groups of children and the importance of respect for languages in such contexts. However, the teachers note that they lack more thorough training and support to be able to further develop and implement linguistically appropriate practices. Such practices should generally be included in teacher education programs and professional development of teachers in Iceland, and made sustainable in Icelandic preschools, rather than being a choice for teachers and principals that are interested in linguistically appropriate practices.

Chumak-Horbatsch, R. (2012). *Linguistically appropriate practice: A guide for working with young immigrant children*. Toronto: University of Toronto Press.

Cummins, J. (2004). *Language, power and pedagogy. Bilingual children in the crossfire* (3<sup>rd</sup> ed.). Clevedon: Multilingual Matters.

Moll, L., Amanti, C., Neff, D. & González, N. (1992). Funds of knowledge for teaching: A qualitative approach to developing strategic connections between homes and classrooms. *Theory into Practice,* 31, 132–141.

# Paper 2: Supporting multiliteracies in early childhood education in Luxembourg Claudine Kirsch, University of Luxembourg, Luxembourg

Preliteracy skills are strong predictors of literacy development (e.g. Skibbe et al., 2011). Early childhood educators who engage young children in literacy activities such as storytelling contribute to the development of their language and literacy skills (Sénéchal and LeFevre, 2002). If such interactions are multilingual, they can also promote multilingualism (Kirsch, submitted). Developing preliteracy skills is challenging in one language, but complex if several languages are involved. It is not surprising then that educators are unsure when it comes to choosing efficient methods and strategies in multilingual contexts.

This presentation is based in Luxembourg where a programme of multilingual education was implemented in the early years in 2017. It requires educators to develop children's skills in Luxembourgish, familiarise them with French, and value home languages. Our longitudinal mixed-method project 'collaboration with parents and multiliteracy in early childhood education' (2020 – 2023) examines among other matters educators' (multi)literacy practices in day-care centres in Luxembourg. I will present preliminary findings of group interviews and a questionnaire completed by educators in May 2020. The results will examine the type of literacy activities and the educators' use of language-stimulating (e.g. asking questions) and language-modelling (e.g. rephrasing) strategies. The educators are likely to use a range of multimodal and multilingual language

promoting strategies to engage children. The findings will shed light on current practices and will help us identify new paths to multiliteracies.

Kirsch, C. (submitted) Preschool teachers' language supporting strategies in multilingual education in Luxembourg. *EECERJ*. Multilingual Childhoods Special Issue.

Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child development*, 73(2), 445-460.

Paper 3: Heritage language instruction drawn on socio-dramatic play: "The enchanted forest is waiting for us..."

Mila Schwartz, Oranim Academic College of Education & Miriam Minkov, Tel-Aviv University, Israel

The focus of our study was exploring the elements of socio-dramatic play that a teacher uses as a strategy to promote Russian as a heritage language learning in Russian-Hebrew bilingual preschool classrooms. We investigated how these elements fuelled children's motivation to use their heritage language productively. The study was based on the following theoretical assumptions: the role of sociodramatic play in language development (Vygotsky, 1967) and the use of teacher-led sociodramatic play for eliciting productive language use (Schwarz, Deeb, & Dubiner, 2020). Our longitudinal ethnographic mixed-method study was a combination of ethnographic methods (classroom observations, interviews with teachers and parents) and quantitative elements (frequency counts of elements of teacher-led sociodramatic play). The following basic obligatory elements of the socio-dramatic script were identified: going on a symbolic journey at the beginning of the game that transports children into an imaginary setting, choosing a location of the play (e.g. forest, garden) and the means of transportation (e.g. train, bus), meeting an imaginary character of the story (e.g. hare, squirrel, fox), helping the character to overcome some obstacle, and returning home using the same type of transportation. We found that the teacher relied on classic structural elements of pretend play such as role-playing, script, and props that were modified from play to play. This play-journey allowed children to practice vocabulary and sociolinguistic and cultural norms common for their heritage language tradition.

Schwartz, M., Deeb, I., & Dubiner, D. "When they act, they speak more": Strategies that encourage language production in a bilingual preschool. *International Journal of Bilingual Education and Bilingualism*.

Vygotsky, L. S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, *5 (3)*, 6-18 (original work published in 1966).e, J.P. & Hayes, E.R. (2011). *Language and Learning in the Digital Age*. London and New York: Routledge.

#### Panel D1 Research around the visual in teacher education

Paper 1: Moving between words and pictures – Visual Narratives in Teacher Education

Annika Kolb, University of Education Freiburg, Germany

& Nikola Mayer, University of Education Zurich, Switzerland

Pictures build a bridge into new worlds and languages and have been used in foreign language education ever since. Despite the seemingly easy access to pictures, visual literacy needs to be trained: "being widely exposed to visuals does not mean to be visually literate" (Kedra & Zakeviciute 2019). Picturebooks and graphic novels offer a stimulating combination of visual and verbal text as multimodal narratives (Bull & Anstey 2018). In the foreign language classroom, they can be used not only for diving into a story, but also for enriching the competences of students to interpret and communicate through verbal and visual text, that is to develop multiple literacies.

In foreign language teacher education, the potential of visual narratives to develop both students' and student teachers' multiliteracies has so far not been sufficiently taken into account. Picturebooks are primarily considered in terms of their linguistic input, illustrations in textbooks are mainly analysed regarding their supportive function. However, "to be able to make effective use of children's literature, teachers need in-depth guidance in extending their own literary competence, their own visual literacy, critical literacy and response to multimodal texts" (Bland 2019: 93f.).

The paper presents a study that researches how children, teenagers and student teachers decode visual narratives (picturebooks and graphic novels). It uses questionnaires to find out how the participants make meaning from the interplay between verbal text and images. Based on a qualitative content analysis of these data, dimensions of multiple literacies are identified. The findings indicate a need for embedding this field of competence into foreign language teacher education and for developing tasks and materials to foster both students' and student teachers' multiliteracies.

Bland, J., 2019. Teaching English to Young Learners: More Teacher Education and More Children's Literature! Children's Literature in Language Education 7 (2), 79-103.

Bull, G., Anstey, M., 2018. Elaborating Multiliteracies through Multimodal Texts: Changing Classroom Practices and Developing Teacher Pedagogies. London: Routledge.

Kędra, J., Žakevičiūtė, R., 2019. Visual literacy practices in higher education: what, why and how? Journal of Visual Literacy 38, 1–7. https://doi.org/10.1080/1051144X.2019.1580438

#### Paper 2: Visually-significant bridges: Exploring gender identities in teacher education via picturebooks

**David Valente - Nord University, Norway** 

This presentation makes a case for enabling student teachers of English as a foreign or second language to embrace children's diverse gender identities. This will be a reflective, practice-driven, theory-informed focus on using picturebooks as a catalyst for acceptance and celebration of gender diversity in primary (6 - 10 years old) English language teaching.

The presentation will begin by exploring the enhanced or extended role of primary English language teachers who are undertaking university-level teacher education programmes and the crucial importance of their wider educator remit (Byram and Wagner, 2018). It will be argued that while pre-service teacher education programmes are increasingly enabling English language teachers to value diversity and foster inclusive practices, there remains a lack of explicit focus on the inclusion of children's diverse gender identities when teaching English as a foreign or second language at primary school.

To address this lacuna, I will propose the incorporation of authentic picturebooks with celebratory messages about children's diverse gender identities in primary English teacher education, including during school-based practicum programmes. A particular focus will be on developing English language teachers' skilful use of picturebooks for developing children's aesthetic critical literacy. Drawing on critical interculturality (Simpson & Dervin, 2019) and critical visual literacy (Vasquez, Tate & Harste, 2013), I will demonstrate ways of equipping student English language teachers to mediate the visually significant aspects of picturebooks when focusing on gender identities in primary English language lessons. This includes enabling student teachers to position these multi-modal texts as vehicles to disrupt the commonplace, to interrogate multiple perspectives and empower children learning English to engage in social action in age-relevant and linguistically accessible ways.

The ultimate goal will be to highlight the affordances of picturebooks when facilitating visually significant bridges (Bland, 2019) for exploring children's gender identities in primary English language education.

Bland, J. (2019). Teaching English to Young Learners: More Teacher Education and More Children's Literature! *Children's Literature in English Language Education*. Vol 7, Issue 1, 2019.

Byram, M. & Wager, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, Vol, 51, Issue 1, 2018.

Simpson, A. & Dervin, F. (2019). The Council of Europe Reference Framework of Competences for Democratic Culture: Ideological Refractions, Othering and Obedient Politics. *Intercultural Communication Education*, 2 (3), 102 –119.

Vasquez, V. M., Tate, S. L. & Harste, J. C. (2013). *Negotiating Critical Literacies with Teachers*. Routledge: New York.

## Paper 3: Using linguistic landscapes as a resource in language teacher education. Jana Roos, University of Potsdam, Germany

One opportunity for young language learners to make contact with the target language is the linguistic landscape (LL) of the environment outside their classrooms, an opportunity especially prominent for learners of English. Linguistic landscapes have recently begun to be explored from the perspective of language pedagogy and research in this area has demonstrated various benefits of engaging even young learners with their LLs (cf. Rowland 2013; Roos & Nicholas 2019). To realise this potential, however, it seems vital to raise language teachers' awareness of this resource.

In this paper, I explore the use of LLs as a pedagogical tool in language teacher education based on a small-scale study with student teachers in Germany. A total of 40 pre-service student teachers of EFL (primary level) were asked to photograph examples of English from their local environments as part of their university course work. As a second step, they wrote about the objects they had photographed, the reasons why they had selected them and why they thought English had been used (cf. Sayer 2010; Rowland 2013). After the task, the student teachers were also asked to comment in writing on how and why such an activity could be used for pedagogical purposes in university and school contexts.

The student teachers' written comments were grouped into categories according to common themes and patterns that emerged from the data. I discuss their comments with regard to the aspects of the use of English in their local environment that they attended to and the question of whether working with LL was perceived as beneficial for (their own) language teacher education in the university context as well as children's learning of and about English in the classroom.

The results of my analysis show that engagement with their local English landscapes can raise student teachers' awareness of the presence and role of English in their environment and its potential as a resource for language teacher education as well as language teaching and learning in the EFL classroom.

Roos, J. & Nicholas, H. (2020), Using young learners' language environments for EFL learning: Ways of working with linguistic landscapes. *AILA Review* 32, 92-112.

Rowland, L. (2013), The pedagogical benefits of a linguistic landscape project in Japan. *International Journal of Bilingual Education and Bilingualism* 16(4), 494-505.

Sayer, P. (2010), Using the linguistic landscape as a pedagogical resource. *ELT Journal* 64 (2), 143-154.

# Panel D2 Intercultural or multicultural approaches in teacher education 1

Paper 1: Intercultural competence and L1 culture in prospective early EFL teacher education

Eva Jakupčević

& Gloria Vickov, University of Split, Croatia

Intercultural competence is widely accepted as essential in EFL syllabi, with an emphasis on developing language learners as intercultural speakers who use English to mediate between cultures, but also to negotiate their own cultural identity (Hall, 2001). Despite this, the need to focus on L1 as well as L2 culture in the EFL classroom has only recently received attention. According to Vickov (2014), EFL teachers and learners in Croatian primary schools demonstrate relatively poor vocabulary competence in English when it comes to L1 culture elements. Vickov (2016) also points out that there have been few opportunities for prospective early EFL teachers to gain knowledge and competences in this area.

The paper discusses the results of research into L1 culture-related vocabulary competence, conducted on 100 university students with a major in early EFL teaching. The research also examined students' views on introducing L1 culture into EFL as well as their experiences related to L1 culture within the early EFL teaching curriculum.

A mixed-method approach with qualitative and quantitative data, gathered by a vocabulary test and a semi-structured questionnaire, has been used. The results have confirmed the findings of earlier research demonstrating a relatively poor level of the students" L1 culture-related vocabulary competence and an almost total absence of L1 cultural content in the education of prospective EFL teachers. The results of this study indicate a great need to support future early EFL teachers in their acquisition of L1 cultural elements in English as well as to teach them how to include these elements into classes for early EFL learners.

Hall, Kelly J. (2001). Acquiring Intercultural Communicative Competence from Textbooks. *Studies in Second Language Acquisition* 23.3: 441-442.

Vickov, Gloria (2014). Incorporating L1 culture into Primary EFL: Research into the EFL Teachers' Perspective. In Gačić, M. and Šamo, R. (ed.) *Early Foreign Language Learning and Teaching: Perspectives and Experience*, Zagreb: Faculty of Teacher Education University of Zagreb, 142-154.

Vickov, G. (2016). *Hrvatska kultura u učenju stranoga jezika*. Zagreb: Hrvatska sveučilišna naklada/Filozofski fakultet u Splitu.

### Paper 2: Embracing linguistic and cultural heterogeneity: Primary EFL teachers' needs Hilal Şahin, University of Education Schwäbisch Gmünd, Germany

German classrooms, including English as a Foreign Language (EFL) classes, are becoming increasingly multilingual and multicultural. This development is reflected in the multilingual turn in languages and education, which is calling for the systematic inclusion of the linguistic and cultural diversity for the benefit of all learners (Conteh & Meier, 2014). Special attention is directed towards EFL, since English commonly represents the first institutionally taught foreign language and forms part of students' lives throughout (and probably beyond) their educational careers. However, opening the doors of English classrooms to different languages and cultures poses a challenge, as it entails a change in the aims of the subject: The goal is no longer to only develop English language skills, but also to promote multilingual competence. However, translating these theoretical demands into practice proves difficult for teachers, as their education has not equipped them with the necessary professional skills, knowledge and beliefs to create appropriate learning opportunities (Jakisch, 2019).

This paper will present the rationale and design of a PhD research project that will examine the pedagogical needs and developmental paths of EFL teachers in Germany for systematically incorporating the linguistic and cultural heterogeneity of students into their teaching. I will also present the outline of my qualitative study, which will be conducted over the course of a school year in three different primary schools. I will justify my choices for the data collection tools and their envisaged implementation and outline how I preview this research will contribute to improving teacher practices.

Conteh, J., & Meier, G. (Eds.). (2014). *The multilingual turn in languages education: Opportunities and challenges*. Multilingual Matters.

Jakisch, J. (2019). Verfahren der Mehrsprachigkeitsförderung im Englischunterricht. In C. Fäcke & F.-J. Meißner (Eds.), *Handbuch Mehrsprachigkeits- und Mehrkulturalitätsdidaktik* (pp. 459-464). Narr Francke Attempto.

### Self-organised symposium E The transformative power of local linguistic encounters

Rebecca Solnit (2013). The Faraway Nearby. Viking.

This symposium presents three studies of provision for third language learning in Scottish primary schools, and synthesises the findings, focusing on innovative approaches which raise young learners' awareness of languages in use in families and local communities, and provide opportunities for practical and creative linguistic encounters. An overarching heuristic approach revealed local linguistic encounters to be transformative moments for young learners, changing understanding of their abilities to engage with others across languages, and enhancing their emerging plurilingual identities. Such moments can be explored from diverse theoretical perspectives, including translanguaging (García, 2009), appropriation (Castellotti, 2017) and intercultural communication (Holliday, 2013).

These studies were conducted during early phases of implementation of a recently-introduced policy, the 1+2 Approach (Scottish Government, 2012), requiring all Scottish pupils to start learning a second language (L2) from age 5 and a third (L3) from age 9. While considerable attention has been devoted to the more formal delivery of L2, provision for L3 is emerging as a radical space where teachers have considerable freedom to choose the language studied and the pedagogical approaches deployed.

Our symposium concludes by considering how the findings from these studies can inform professional development for teachers working with young language learners.

# Paper 1: Local linguistic encounters as transformative moments for young learners Malika Pedley, University Paris-Est Créteil, France

Scotland's 1+2 Approach proposes an inclusive orientation to provision for languages learned and in use in Scottish schools. The flexibility of the L3 curriculum space, which allows schools or other organisations to design and deliver creative, interdisciplinary initiatives with language learning at their heart, is particularly valuable in this regard. However, to date, there has been limited attention to initiatives with the potential to take this proposition forward.

Research conducted in 2015-2016 (Pedley, 2018) reviewed the impact of the *Mother Tongue Other Tongue* poetry competition (MTOT), offering pupils opportunities to produce bilingual work, comprising poems written in languages in use outside school (*Mother Tongue*) or learnt at school (*Other Tongue*), accompanied by commentaries in English. The study, based on analysis of the poems and commentaries, and pupil interviews, considered gains for participating pupils and implications for future inclusive initiatives.

Findings showed how these experiences changed pupils' views on (1) the languages of the poems; (2) their own ability to use, understand and interpret different languages; and (3) their local multilingual environments. MTOT was experienced as a rite of passage (Turner, 1995), where pupils moved from the marginalisation of other languages and their speakers to greater awareness of their

own plurilingual identities and the building of a new *plurilingual* community. They raise challenging questions about how to build on the success of MTOT and similar projects so that the inclusive promise of the 1+2 Approach can be realised.

Paper 2: Creative use of the L3 curriculum space for local linguistic encounters

David Roxburgh, University of Strathclyde University, Scotland & Lorna Anderson, Queen Margaret University, Scotland

This paper presents emerging findings from two studies in progress, illustrating different ways in which primary teachers have made use of the radical L3 space to develop new pedagogies around local language encounters. In Roxburgh's study of the promotion of Chinese language and culture in five Scottish primary schools, one school stands out as challenging a pervasive 'orientalist' (Said, 1979) or 'large culture' approach (Holliday, 2013), by creating opportunities for pupils to meet people from Chinese communities in their local area and to consider ways of presenting their area to Chinese visitors. In Anderson's study of an L3 pilot project run in four multilingual primary schools in inner city Glasgow, parents who spoke other languages in addition to English were invited to teach these languages and to introduce pupils to local contexts – such as shops or places of worship – where these languages were in use.

Roxburgh's and Anderson's studies reveal that in facilitating opportunities to use new languages in local settings and in thus creating a desire to communicate across languages and cultures which had hitherto been virtually invisible, at least to some pupils, pupils' perspectives on their local environments, and on their own capacity for interaction and mediation were transformed Their research indicates that, at least with younger learners, the three components of successful language learning proposed by Lo Bianco & Peyton (2013) — capacity, opportunity and desire — may thus need to be re-ordered. They also suggest a need to review current thinking about factors likely to motivate young language learners, away from distant future prospects of travel, study or work in far-off places, recognising that pupils already live in multilingual environments, in and beyond the classroom, and that more immediate and more meaningful possibilities for translanguaging are close at hand.

Paper 3: Professional development in languages pedagogies for primary teachers: From how to why

Joanna McPake, University of Strathclyde, Scotland

In Scotland as elsewhere, the trend to initiate language learning at a young age is now well-established. Scottish policy-makers set ambitious goals for the 1+2 programme, while recognising that these present challenges for primary teachers, many of whom have limited competence in languages other than English, and whose initial teacher education will not necessarily have encompassed language teaching pedagogies.

These challenges are particularly acute for teachers involved in L3 provision, given the need for teachers themselves to have some knowledge of the L3 or willingness to learn a new language, and

also to adopt innovative teaching approaches which make the most of the radical space available. Drawing on interviews with teachers in each of the three studies presented here, we have found that active engagement in developing L3 provision can play to the strengths of primary teachers, trained and experienced as they are in child-centred rather than subject-oriented pedagogies; but that it also requires some significant shifts in perspective from teachers, to see translanguaging and transcultural practices as something in which primary pupils can – and already do – engage in, here and now. We argue that professional development needs to move beyond a technical focus on teachers' competences in other languages and in classical language teaching pedagogies (originally developed for older learners), to encompass Solnit's insight that empathy is critical for engagement with the 'faraway nearby', and Castellotti's recognition that appropriation – developing the language and cultural competences we require for the kinds of interaction in which we ourselves wish to engage – must constitute a philosophical foundation for language learning and teaching. In its focus on facilitating plurilingual spaces (Council of Europe, 2018), the L3 initiative thus has the potential to transform teachers' own experiences, as well as those of their pupils.

Castellotti, V. (2017). Pour une didactique de l'appropriation. Diversite, compréhension, relation. Les Éditions Didier.

Council of Europe (2018). *Common European Framework of Reference for Languages: Learning, Teaching Assessment. Companion Volume with New Descriptors.* Strasbourg.

García, O. (2009). Bilingual Education in the 21st Century: A Global Perspective. Wiley-Blackwell.

Holliday, A. (2013). *Understanding intercultural communication: Negotiating a grammar of culture.* Routledge.

Lo Bianco, J. & Peyton, J. (2013). Vitality of Heritage Languages in the United States: The Role of Capacity, Opportunities, and Desire. *Heritage Language Journal*, 10(3): i-vii.

Pedley, M. (2018). Approche inclusive des langues en situation minoritaire: le cas de l'Écosse. (An inclusive approach to minority languages: the case of Scotland.) Doctoral thesis, Université Bordeaux Montaigne.

Said, E. (1979). Orientalism: Vintage.

Scottish Government (2012). Language Learning in Scotland: A 1+2 Approach. https://www.gov.scot/publications/language-learning-scotland-12-approach/

Turner, V. (1995 [1969]). *The Ritual Process: Structure and Anti-Structure,* Transaction Publishers: London.

## Panel E1 Reflective and exploratory practice in teacher education

Paper 1: Continuing education of English teachers: teachers' translation of new knowledge
Ingebjørg Mellegård, Østfold University College, Norway

This qualitative study seeks to gain deeper insight into how primary school teachers translate new knowledge about language learning and what development they experience in their teaching practice through their continuing education course in English.

The theoretical framework is rooted in Ertsås & Irgens' theory on teachers' learning and professional development (2012). To avoid a dichotomous assumption of theory and practice, they redefine theory to be a process, *theorizing*, where teachers gradually take stronger and stronger theory into use to reflect on, analyse and reason their teaching practice. Moreover, *reflection* is seen as a process of turning experience into learning (Boud, 2001). This implies *critical reflection*, which according to Larrivee (2000) involves a twofold capacity: *critical inquiry* and *self-reflection*.

The data were collected from three equivalent English courses in the autumn semesters of 2015, 2016 and 2017. The participants were primary school teachers teaching at beginner's level: years 1-4. They wrote a reflection text towards the end of their first semester where they reflected on noticeable development in their own teaching practice. This textual documentary material was analysed primarily from an inductive perspective, then coded and categorised.

This study reveals that the most striking evidence of development pointed out by the teachers are *Using English more actively in the classroom, Turning away from translation* and *Teaching vocabulary – from single words to words in context.* There is evidence for arguing that successful continuing education courses for teachers demand a pedagogic philosophy where the connection between theory and practice is convincingly demonstrated. Furthermore, exposing teachers gradually to stronger and stronger theory concurrently with the subject matter content and possibilities for trying out new methodology is a successful route for teachers' professional development to take place. These findings are seen as a valuable contribution to the design of continuing education courses in English.

Boud, D. (2001). Using Journal Writing to Enhance Reflective Practice. *New Directions for Adult and Continuing Education*, 2001(90), 9-17.

Ertsås, T. I., & Irgens, E. J. (2012). Teoriens betydning for profesjonell yrkesutøvelse. In M. B. Postholm (Ed.), *Læreres læring og ledelse av profesjonsutvikling* (pp. 195 - 215). Trondheim: Tapir Akademisk Forlag.

Larrivee, B. (2000). Transforming Teaching Practice: Becoming the critically reflective teacher. *Reflective Practice*, *1*(3), 293-307.

#### Paper 2: Putting reflective practice at the core of initial teacher training

I. Elorza Alday, I. Iriondo Arana,

& E. Arozena Egaña, University of the Basque Country / Euskal Herriko Unibertsitatea

This oral presentation will describe the interdisciplinary innovation project and the subsequent research study that are being carried out since 2014 in Foreign Language initial teacher training at the Faculty of Education, Philosophy and Anthropology, University of the Basque Country. The project is set in the context of the new competence-based framework issued from the Bologna Process. It aims at developing a new training model focused on reflective practice (Korthagen, 2001, Bailey, 2012, Gabrys-Barker 2012) where the creation and implementation of teaching activities and their analysis and evaluation take the central place in the specialist teachers' initial training. The whole process is documented through video recordings and written evidence of students' activities and reflections that feed in in a line of research around key elements of training in language didactics. Currently, we are carrying out a study that aims at analysing the effect of this innovative training model on the students' learning process.

In order to accomplish the aim, qualitative data is gathered from all foreign language specialist undergraduates enrolled in the minor. Data is collected through a variety of instruments in three phases; beginning of course, pre-internship and end of course. During the whole process, the participants are regularly asked to create and implement teaching activities and to carry out the subsequent individual and collective analysis and evaluation of their performances. In this way, the attainment of the novice teacher's exit profile is jointly promoted through the different disciplines in order to achieve the competences that the students have to demonstrate in their actions, that is, in the analysis / reflection and production of language learning situations. The preliminary results show that putting the real teaching activity as the central axis for the development of the competences of the new teacher is more effective than a prescriptive model.

Bailey, K. M. (2012). *Reflective pedagogy*. In A. Burns & J. C. Richards (Eds.), The Cambridge guide to pedagogy and practice in second language teaching (23-29). Cambridge, UK: Cambridge University Press.

Gabryś-Barker, D. (2012). Reflectivity in pre-service teacher education. A survey of theory and practice. Katowice: Wydawnictwo Uniwersytetu Śląskiego.

Korthagen, F. A. (2001). Linking practice and theory: The pedagogy of realistic teacher education. Lawrence Erlbaum Associates Publishers.

Paper 3: Enhancing pre-service language teacher training through reflective practice: Using videography to foster classroom discourse skills and awareness

Karen Glaser, University of Leipzig, Germany

Based on the assumption that language learning arises out of well-planned and well-managed classroom interaction, this talk presents a good-practice example of promoting language teacher trainees' classroom discourse competence through the use of videography-based reflection. Rooted in the concept of knowledge-based reasoning (Uličná 2017), the trainees are asked to conduct an evidence-based analysis of their own teaching as well as a pedagogical evaluation, thereby honing their reflective skills in the three components of description, explanation, and prediction that have been identified as central to the concept of teachers' professional vision (Seidel/Stümer 2014), including the suggestion of alternatives to increase the effectiveness of language teaching (Hallet/Königs 2013).

The project is anchored in the practicum module of the primary EFL teacher training program at University of Leipzig, Germany. In the course of the practicum, the students videotape at least one of their individually taught lessons and subsequently analyse it with regard to a classroom phenomenon of their choice. Accordingly, the project asks the trainees to conduct an evidence-based didactic reflection of their own teaching performance, guiding them to recognize and verbalize practices that support or impede language learning. The necessary background is provided in the accompanying seminars, both with regard to classroom interaction phenomena (e.g., teacher questions, creating opportunities for learner output etc.) and classroom research methods (e.g., video transcription, sequential analysis etc.).

The talk introduces the module in more detail and presents two authentic student projects on the classroom phenomena of instruction-giving and corrective feedback. The report shows how the trainees apply analysis categories from the literature to their own data, recognize discourse patterns (e.g., trajectories of error correction and student uptake), and identify how certain didactic choices may lead to ineffective classroom management (e.g., poor preparation of instruction-giving), eventually developing more facilitative pedagogic alternatives. The talk will close by deriving implications for language teacher education that aims to expand future teachers' pedagogical repertoires and classroom skills.

Hallet, Wolfgang/ Königs, Frank G. (2013). Fremdsprachendidaktik als Theorie und Disziplin [Language teaching methodology as a theory and a discipline]. In Hallet, Wolfgang/Königs, Frank G. (Eds.) *Handbuch Fremdsprachendidaktik*. Seelze: Klett Kallmeyer, 11-17.

Seidel, Tina/Stürmer, Kathleen (2014). Modeling and Measuring the Structure of Professional Vision in Preservice Teachers. *American Educational Research Journal* 51:4, 739-771.

Uličná, Klára (2017). Professional Vision of Future English Language Teachers: Subject-Specific Noticing and Knowledge-Based Reasoning. *e-Pedagogium* 11, 38-49.

## Panel E2 Intercultural or multicultural approaches in teacher education II

Paper 1"Puzzling" together: A Case Study of Exploratory Practice in PK-4

Christelle Palpacuer Lee & Jamila Idnnajem, The State University of New Jersey, USA

"Since I am talking about francophone cultures in the next unit, maybe I could also find a way to address interculturality in this unit. But can I do that with 4-year old children, or rather, how can I include them?" These questions, or "puzzles", were developed by a PreK-4 teacher working in a dual language classroom (Author 2) in conversation with a language teacher educator (Author 1), in the context of a collaborative exploratory practice project (Allwright, 2003; 2005; Crane, 2015).

This communication describes a case study of the exploratory practice conducted by the authors throughout the development and implementation of an instructional unit on francophone worlds. The instructional unit leveraged museum-based practices and included inquiries into visual learning strategies and museums, and intercultural teaching and learning. The ethnographic data collected during the project includes audio-taped classroom conversations, home and museum artifacts, lesson plans, and individual interviews with the classroom teacher at different points in the project. Qualitative and thematic analysis of this ethnographic data shows how the teacher leading the inquiry (1) involved her students in her teacher puzzles to explore interculturality and learner-centered pedagogies; (2) developed new practices to foster intercultural dialogue and create plurilingual spaces in her class; (3) revised and amplified her existing practices to take advantage of unexpected and unscripted learning opportunities in her class. The findings are presented in a narrative format that includes the voices of all participants at each stage of the project, including students, teacher, and teacher educator.

This communication highlights how exploratory practice generated mutually beneficial outcomes and growth for all participants and can be used as a productive learning to teach process, and for carving pluricultural and plurilinguistic spaces in diverse early language learning classrooms.

Allwright, D. (2003). Exploratory practice: Rethinking practitioner research in language teaching. *Language Teaching Research*, 7(2), 113-41.

Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory practice. *Modern Language Journal*, 89 (3), 353-66.

Crane, C. (2015). Exploratory Practice in the FL Teaching Methods Course: A Case Study of Three Graduate Student Instructors' Experiences. *The L2 Journal*, 7(2), pp. 1-23.

Paper 2: Fomenting ELF communication in the multilingual / multicultural EYL classroom

Lili Cavalheiro (University of Lisbon/ULICES),

Luís Guerra (University of Évora/ULICES)

& Ricardo Pereira (ESTG-Polytechnic Institute of Leiria/ULICES)

EFL classrooms worldwide are becoming increasingly multilingual/multicultural due to the growing number of (im)migrants and refugees, and Portugal is no exception (Oliveira & Gomes, 2019). The issue that remains though is how teachers can take advantage of this new reality and foment successful communication between newcomers and their local classmates. Considering that in Portugal more than 75% of the foreign student population is in the first, second and third cycles of basic education (Oliveira & Gomes, 2019), it is vital that from early on, even in the young learner (EYL) classroom, EFL teachers contend with the specificities of the multilingual classroom. In view of this, we argue that an English as a lingua franca (ELF) approach (Baker, 2015; Sifakis & Tsantila, 2019) can break down barriers and promote successful communication/integration.

Taking into account the Erasmus+ project "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (2018-1-EL01-KA201-047894), we will present data collected online through a nationwide survey on 82 EYL teachers' ELT experience in Portugal, especially regarding the promotion of multilingualism/multiculturalism in the classroom, as well as learners' use of English. Results indicate that these professionals admit to not having adequate training to deal with multilingual/multicultural learners. In addition, we present some results from three focus groups conducted during 15 interviews with Portuguese young learners (11-13 years old), where they comment on their English language use and learning experience focusing on their multicultural context. The outcome of this study suggests that learners use English namely for interaction on social networks (e.g. TikTok, Instagram), but highlight a concerning lack of cultural diversity in the EFL classroom.

Considering these results, the project partners designed a continuous professional development course (running from February to June 2020) that responds to the need to incorporate an innovative approach to teaching English in multilingual/multicultural classes, namely by promoting awareness of the relevance of ELF to multilingualism and social inclusion, as well as exploring the necessary skills for planning, managing and coordinating teaching which integrates ELF in multilingual contexts. We will end by discussing the impact this course had specifically on EYL teachers' teaching practices and provide some practical examples of how ELF may be explored in this context.

Baker, W. (2015). *Culture and Identity through English as a Lingua Franca: rethinking concepts and goals in intercultural communication* Berlin: De Gruyter Mouton.

Oliveira, C.R. & Gomes, N. (2019). *Indicadores de Integração de Imigrantes: relatório estatístico anual 2019*. Alto Comissariado para as Migrações: Lisboa.

Sifakis, N.C. & Tsantila, N. (Eds.). *English as a Lingua Franca in EFL Contexts*. Bristol: Multilingual Matters.

#### Roundtable:

#### Education and development of teacher educators for multilingualism

Paper 1: Initial teacher education policy: requirements for EFL teacher educators

Janet Enever, Umeå University, Sweden and King's College, London

In my presentation I will focus on the role of teacher educators, considering the necessary and desirable expertise for the preparation of future teachers of EFL in kindergartens and primary schools in Europe. I will look briefly at some examples of current European structures that I am familiar with and consider how far they have been influenced by organisations such as the OECD and the European Policy Unit. In summary, I will highlight the implications of current policies, raising questions for discussion of how teacher education for EFL might be further developed.

Paper 2: The ECEC teacher educators – allrounders, language specialists or specialists in early childhood pedagogy?

**Gunhild Tomter Alstad, Inland Norway University of Applied Sciences, Norway** 

A common discussion related to language teacher education is what future teachers need to know in order to teach languages (Johnson, 2009). In my introduction, I ask what teacher educators need to know in order to prepare future teachers for multilingual settings in early childhood education. I begin by presenting some issues and possible dilemmas related to teacher educators' knowledge base about language, multilingualism, pedagogy, young children, higher education and teacher students. The teacher educator is rarely a generalist and will often be either an ECEC pedagogy specialist or a language specialist. I argue that both competencies are necessary, preferably combined.

Johnson, K. E. (2009). *Second language teacher education. A sociocultural perspective*. New York: Routledge.

Paper 3: Transforming language teacher education from within: the value of self-study

Flávia Vieira, University of the Minho, Portugal

Language teacher educators' roles as 'practitioners' and 'researchers' are often in conflict, which may limit their professional development and the innovation of teacher education programmes. Self-study may connect both roles in productive ways when research is carried out at the service of teacher education pedagogies. Transformation from within is about reshaping and inquiring into one's practices, producing and disseminating useful knowledge, and creating learning communities with our students and colleagues. These ideas will be illustrated with my self-study experience as a

language teacher educator, hoping that it will resonate with the experience of other teacher educators who aspire to move beyond 'teaching teachers how to teach'.

Paper 4: Multilingualism in teacher education: practices and dimensions of professional learning

Ana Isabel Andrade & Ana Raquel Simões, University of Aveiro, Portugal

Teacher education is a complex activity in which linguistic and cultural diversity and multilingualism are conceived as topics for improving professional knowledge, aiming to prepare teachers to be able to transform themselves and the contexts where they act. In other words, this line of action in teacher educations contexts is understood as a way of allowing transversal, interdisciplinary and global curricular innovation practices that enhance the professional development of those who design, implement and assess this type of practices. In this intervention we approach dimensions of teacher education programs reflecting on results of our educational practices for multilingualism in those programs.





**Ainara Imaz** has a PhD in Applied Linguistics from the University of the Basque Country. She is a teacher and researcher at the Faculty of Humanities and Educational Sciences, she is also coordinator of the Primary Education and Early Childhood Education Degrees of the Faculty. Ainara has been actively involved in the development of the educational project of Mondragon University. In turn, she has researched and published both academic and informative articles in international journals on topics related to applied linguistics, multilingualism and educational innovation.

Alexandra Vraciu is a Serra Húnter Lecturer in English as a Foreign Language (EFL) Didactics at the Faculty of Education, Universitat de Lleida (Spain). She holds a PhD in English Language and Linguistics from Universitat Autònoma de Barcelona and Universíté Paris Ouest Nanterre la Défense (France). Her research interests include the acquisition of tense-aspect morphology, advanced learner varieties, child peer interaction and EFL learning in content-based instruction (CLIL and EMI). She is a member of the research group EFLIC (2017SGR752) (English as a Foreign Language in Instruction Contexts) and teaches EFL Didactics for pre-school and primary education at undergraduate level and CLIL and Teaching Innovation and Introduction to Educational Research Methods at postgraduate level. She is also the coordinator of the pre-service secondary education teacher M.A. programme of the Faculty.

Ana Isabel Andrade is Full Professor at the Department of Education and Psychology of the University of Aveiro, Portugal, where she works in the domain of Language Didactics and Teacher Education. She is responsible by different curricular units and coordinated the Research Group 1 - Languages, theories and practices in education and supervision with CITDFF until 2019. She has been involved in several research projects in the areas of education for linguistic diversity and teacher education. She has published in and supervised theses and dissertations around the field of plurilingual education.

Ana Raquel Simões is an Assistant Professor at the Department of Education and Psychology of the University of Aveiro, Portugal. She holds a PhD in Language Education and has published book chapters and papers in scientific international and national journals. She is a member of the Open Laboratory for the Learning of Foreign Languages (LALE), and of the Coordination team of the Research Centre 'Didactics and Technology in Education of Trainers' (CIDTFF). She is the Vice-Director of the Master in Teaching of English in Primary School. She is also the supervisor of several PhD and Master's thesis.

Anja Maria Pesch is associate professor in Early Childhood Education at the UiT The arctic university of Norway and member of KINDknow – Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures. She received her PhD in Education from UiT in 2018. Her dissertation explores views on multilingualism in kindergarten and among parents of multilingual children, their connection to kindergarten teachers' linguistic practices and cooperation with parents. Her research interests are early childhood multilingualism, multilingual practices in ECEC, cooperation between ECEC and parents of multilingual children and the study of schoolscapes in linguistically diverse contexts.

**Annett Kaminski** is a teacher educator at the University of Landau-Koblenz, Germany. She holds a PhD in Applied Linguistics from Swansea University, UK and an MA in Literature from TU Dresden. She teaches EFL classes as well as modules on TEFL. Her research interest lies in early EFL learning and teaching.

Annika Kolb is a professor at the English Department of the University of Education Freiburg / Germany. She has worked as a language teacher in primary and secondary school in Germany and Spain. Her main research interests are teaching English to young learners and literature in language education. Current research projects include the use of story apps (digital picturebooks) and picturebooks in primary ELT and multilingualism in language teaching.

**Christelle Palpacuer Lee,** EdD, is Assistant Teaching Professor in Language Education, Graduate School of Education, Rutgers, The State University of New Jersey. As a teaching scholar, she is interested in language teacher education and intercultural mediation in plurilingual contexts across the PreK-16 education continuum. Her research interests include teacher development, intercultural dialogue, and arts-based approaches to teaching and learning in formal and informal settings.

**David Roxburgh** is Senior Teaching Fellow in the School of Education at the University of Strathclyde, with extensive experience in the primary school curriculum. His research and scholarship interests centre on the promotion of Chinese language and culture in schools and through study abroad experiences. His current PhD is nearing conclusion and focuses on the cultural dimension of language learning within a broader L3 framework, clearly related to the national *1+2* languages policy, but under-researched in Scotland. He enjoys strong relationships with a number of Chinese universities and with the Confucius Institute for Scotland's Schools based at Strathclyde.

David Valente works as a PhD Research Fellow in English Language and Literature Subject Pedagogy at Nord University, Norway, where he also teaches on the 5-year Masters in Primary Education. He is the Coordinator of the IATEFL Young Learners and Teenagers Special Interest Group (YLTSIG) and has over 20 years' experience in ELT as a teacher, teacher educator, academic manager, author and editor. His specialist interests include using children's literature in ELT, primary and secondary teacher education and inclusive classroom practices. David is also Reviews Editor for the Children's Literature in English Language Education (CLELE) Journal.

**Eden Mazareeb** is an M.A. Candidate in Oranim Academic College of Education (Israel). She holds her B.A. in English language teaching from the Oranim Academic College of Education.

**Eileen Scheckle** is a language and literacy researcher and teacher at the Nelson Mandela University. She has taught and written courses that focus on developing multilingual teaching strategies with a particular focus on early learning. In addition her post-graduate supervision focus is on strategies and practices that develop and recognise the various linguistic repertoire of South African learners.

**Elena Tkachenko** is Associate Professor at the Institute of Early Childhood Education and Care at Oslo Metropolitan University. Her research interests include multilingualism, the schools' linguistic environment, language acquisition, and second language learning.

**Elisa Bertoldi** is Research Assistant in the Department of Languages, Literatures, Communication, Education and Society (University of Udine, Italy). She is qualified as primary school teacher of English as a second/foreign language in Italian primary schools and teacher trainer.

Elisabet Pladevall-Ballester holds an MA in Linguistics from University College London and a PhD in English Language and Linguistics from Universitat Autònoma de Barcelona. She is an Associate Professor in the Departament de Filologia Anglesa i Germanística at Universitat Autònoma de Barcelona. Her research interests include child and adult Second Language Acquisition in bilingual immersion and instructed classroom contexts and also in CLIL primary education contexts. She is currently leading the research group EFLIC (2017SGR752) (English as a Foreign Language in Instruction Contexts) and teaches English Grammar and Teaching Methodology at the undergraduate level and Instructed SLA and CLIL in the department's MA program. She is also the English Studies Programme Coordinator.

Elisabete Mendes Silva is an assistant professor at the Polytechnic Institute of Bragança, Portugal, where she teaches English Language and Culture. She holds a PhD in English Literature and Culture studies. In her MA studies she specialised in English Culture. She is a researcher at University of Lisbon Centre for English Studies since 2005. Her main areas of interest include English culture, history of ideas, political thought and TEFL. She has published widely in the areas of English culture, TEFL and Technology enhanced language learning. She has been co-editor of *Teaching Crossroads* since 2012 and is involved in several international Erasmus+ projects.

Elizabet Arocena Egaña is specialized in language teaching in multilingual contexts and she is currently teacher of the Department of Language and Literature Didactics, in the Faculty of Education, Philosophy and Anthropology, University of the Basque Country. She teaches in the Foreign Language Minor in Pre-Primary and Primary Education Degrees and in the European Master in Multilingualism and Education (EMME). She is also instructor in in-service training for language teachers in Primary and Secondary education. As a member of the DREAM (Donostia Research on Education and Multilingualism) research group, Elizabet has worked in various research projects in the field of multilingualism in education in minoritized language contexts.. Her PhD research was on Multilingual Education: Teachers' Beliefs and Language Use in the Classroom. Several publications including *Teachers' beliefs in multilingual education in the Basque Country and in Friesland* (2015) and *Euskararen eta gaztelaniaren erabilera ingeleseko irakaskuntza-saioetan* (2018).

**Eunate Arebiotorre** is a teacher and researcher at the Faculty of Humanities and Educational Sciences. She is currently doing her PhD dissertation on Foreign Language teaching in preprimary education. Her research interests include topics related to applied linguistics, multilingualism and educational innovation.

**Eva Jakupčević** is a research and teaching assistant at the Department of teacher education, University of Split, Faculty of Humanities and Social Sciences. She is currently working on her PhD thesis. Her research interests include classroom discourse, EFL teacher education, pragmatics and young learners.

**Eva Wilden** is professor of EFL education at the University of Duisburg-Essen, Germany. Her research interests include young language learners, transition to secondary EFL education, inclusive L2 education, EFL teacher education and digitalization in L2 education. Together with Raphaela Porsch

she has edited an anthology on 'The professional Development of Primary EFL Teachers' with studies in various contexts.

**Fabian Esleben** is a German researcher located at TU Dortmund, Germany. After having finished a training as a foreign language correspondent, he studied Primary School teaching at TU Dortmund in 2012, finishing with the degree "Master of Education" in 2018. Also beginning in 2018, Fabian Esleben accepted a position as a research assistant in English Didactics and Applied Linguistics. Amongst other seminars, he offers courses for teaching English in Primary School. His current research interest lies in researching ways of implementing English as a Lingua Franca (ELF) in school contexts. His ongoing dissertation project deals with primary school teacher attitudes towards the English language as well as their perception of a possible ELF-aware approach to English teaching in Primary School

Flávia Vieira holds a PhD in Education and is a full professor at the University of Minho (Braga, Portugal). She has coordinated the practicum of Teaching Master Programmes in her institution and she is a member of IDEA-UMinho, a centre for the innovation and development teaching and learning at the University of Minho. She works in the fields of language teacher education, pedagogy for autonomy, and the scholarship of teaching and learning in higher education. She is editor of the book 'Struggling for Autonomy in Language Education: Reflecting, Acting, and Being' (2009) and coeditor of 'Autonomy in Language Education: Theory, Research, and Practice' (2020); she coauthored the books 'Enhancing Autonomy in Language Education: A Case-based Approach to Teacher and Learner Development' (2015) and 'Mapping Autonomy in Language Education. A Framework for Learner and Teacher Development' (2017). She is co-editor of the Peter Lang collection Foreign Language Teaching in Europe.

**Gloria Vickov** is an associate 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 in FL Education at the Faculty of Humanities and Social Sciences, University of Zagreb. For more information see: http://bib.irb.hr/lista-radova?autor=270024&lang=EN

**Gunhild Tomter Alstad** is associate professor in Norwegian language and Vice Dean at the Faculty of Education Inland Norway University of Applied Sciences, Norway. She received her PhD in linguistics from University of Oslo in 2014. Her dissertation focused on second language teaching practices in early childhood education. Her research interests are multilingualism in the early years, second language teaching and learning in early childhood education, emergent literacy, early childhood teacher education and teacher language awareness and cognition. She is currently engaged in research projects on early childhood teacher education and professional development of early childhood educations teachers in linguistically diverse contexts.

Hanna Ragnarsdóttir is a Professor in the School of Education at the University of Iceland, where she completed a BA degree in Anthropology and History in 1984. She obtained an MSc degree in Anthropology from the London School of Economics and Political Science in 1986, and a Dr. philos in Education from the University of Oslo, Norway, in 2007. She has published widely in international and national journals and edited seven books. Her research interests include immigrants and refugees in Icelandic society and schools, multicultural education, and school reform. She has led a number of Nordic and national research projects, including *Learning Spaces for Inclusion and Social* 

*Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries* (2013-2015) funded by Odors and the Icelandic Research Centre.

**Hilal Şahin** has been a PhD student at the University of Education Schwäbisch Gmünd, Germany, since August 2019. She studied primary school education with specialization in the subjects English and German. Her PhD dissertation explores the pedagogical needs of EFL primary teachers for incorporating activities involving several languages and cultures into their practice.

Ingebjørg Mellegård is associate professor of English linguistics and didactics at Østfold University College, Norway. She has many years of experience as an English teacher and in-service teacher trainer. Her main interests centre on professional development of English teachers, curriculum theory, course design and different aspects of English didactics such as oral communication, vocabulary, picture books and textbooks.

**Isabel Orega** is a Professor at the School of Education and Communication of the University of Algarve, department of languages literatures and cultures. She is an English language teacher and teacher trainer involved in initial and postgraduate degrees in the area of English and Portuguese language teacher education since 1986. She is also the Director of the MA in Teaching English in Primary Education. Her areas of interest include ICT and language learning, teaching English to young leaxxcrners, reading comprehension and learning styles.

Itziar Elorza Alday is a specialist in language education in bilingual/multilingual-minority language-settings and is currently teacher of the Department of Language and Literature Didactics, in the Faculty of Education, Philosophy and Anthropology, University of the Basque Country. She teaches in the Foreign Language Minor in Pre-Primary and Primary Education Degrees and in the European Master in Multilingualism and Education (EMME). She also runs in-service training courses for Primary and Secondary Education teachers and teacher trainers. Main fields of research: design, implementation and evaluation of multilingual projects in schools (PHD thesis, 2011); initial teacher training based on reflective practice (member of the inter-universities research network HIPREST). Several publications locally and internationally, including Elorza, I., Muñoa, I. (2008). Promoting the minority language through integrated plurilingual language planning. Language, Culture and Curriculum, 21(1), 85-101.

**Jamila Idnnajem** is a teacher of French in a bilingual pre-K and elementary dual immersion program in New Jersey. Her research and teaching interests focus on interculturality and curriculum development in early language learning bilingual programs.

Jana Roos is Professor of Applied Linguistics and English Language Education at the University of Potsdam, Germany. Her research focuses on second language acquisition to inform (early) foreign language teaching and learning in institutional contexts. Current projects focus on the benefits of working with linguistic landscapes as a resource for classroom-based EFL learning and teaching. Recent publications include Roos, J. & Nicholas, H. (2019) Using young learners' language environments for EFL learning, AILA Review and Exploiting the potential of tasks for targeted language learning in the EFL classroom. In Lenzing, A., Nicholas, H. & Roos, J. (Eds.). Widening contexts for Processability Theory. Amsterdam: Benjamins.

Janet Enever is Professor emerita Umeå University, Sweden and visiting professor in language education, King's College London. Her research interests include primary foreign language learning,

global forces and the politics of language policy. She directed the ELLiE study (Early Language Learning in Europe) (2007-10). Recent publications include Policy and Politics in global primary English (2018) and Global language policies: Moving English up the educational escalator, Policy overview (2020). In 2015 she established the AILA Research Network in early language learning (ELL-ReN). She co-edits the Multilingual Matters book series 'Early Language Learning in School Contexts'.

**Joanna McPake** is Reader in Education at the University of Strathclyde (Glasgow), with a long-standing engagement in initial teacher education and professional development for languages teachers. Her research has focused on language policy and its implementation, in Scotland, the UK and in Europe, with a particular interest in the inclusion of autochthonous and migrant languages in schools' provision, and in the development of teacher education programmes that embrace current developments relating to plurilingualism and translanguaging.

**Joanna Rokita-Jaśkow**, PhD, is Associate Professor at the Pedagogical University of Cracow, where she is Head of the Chair for ELT. Her main research interests concern English teacher education and early foreign language learning. She is convener of the postgraduate programme for pre-primary foreign language educators as well as two international conferences on Child Foreign Language Learning (2016, 2019). She is the author of over 50 publications (books, book chapters and journal articles). The most recent on is the book titled *Early Instructed SLA*. *Pathways to competence*, 2019, (co-edited with Melanie Ellis), published with Multilingual Matters.

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