

2nd International ELLRA Conference

<https://webs.uab.cat/ellra-conference-2026/>

Universitat Autònoma de Barcelona, Spain

3-5 June 2026

Exploring Multilingualism and Diversity in Formal Early Language Learning Contexts

Keynote speakers

Prof. María del Pilar García Mayo, Universidad del País Vasco, Spain

Dr Sabine Little, University of Sheffield, UK

Dr Sharon Unsworth, Radboud Universiteit, The Netherlands

Dr Mario López Gopar, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

Research trajectory panel

Prof. Carmen Muñoz, Universitat de Barcelona, Spain

Early language education is undergoing a multilingual turn, shifting from traditional monolingual approaches to a more inclusive and flexible view of language use, identity and learning (Conteh & Meier, 2014). Being in contact with and learning to communicate in more than one language from an early age has been shown to favour enriched cognitive development and opens doors to a deeper appreciation and understanding of other cultures, perspectives and backgrounds (Cenoz & Gorter, 2021; García 2009).

In many classrooms around the world, children come from a wide range of socio-economic, linguistic, cultural, and ethnic backdrops. Embracing such diversity through multilingual educational practices not only contributes to acknowledging students' unique identities but also promotes inclusion and a sense of belonging from a very young age (ELLRA, 2023; Norton & Toohey, 2011; UNESCO, 2025). Therefore, exploring multilingualism and diversity in formal early language learning contexts can provide a greater insight into how children (aged 2-12) learn and engage with languages in diverse and dynamic classrooms and identify instructional practices which render language education more equitable and inclusive from an early age.

We hope the conference will be a fruitful experience for scholars from various disciplines (e.g., linguistics, applied linguistics, education, language didactics, pedagogy, psychology, sociolinguistics, children's literature, etc.) and learning contexts worldwide conducting research into early language learning in formal contexts, be it foreign, second, minority, additional or heritage languages.

- Cenoz, J., C Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.
- Conteh, J., & Meier, G. (Eds.). (2014). *The multilingual turn in languages education: Opportunities and challenges*. Multilingual Matters.
- Early Language Learning Research Association. (2023). *ELLRA statement on equality, diversity and inclusion in early language learning research*. <https://ellra.org/wp-content/uploads/2023/09/ELLRA-Statement-on-EDI-in-ELL77.pdf>
- García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, M. Panda (Eds.) *Social justice through multilingual education* (pp. 140-158). Multilingual Matters.
- Norton, B., C Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412- 446.
- UNESCO. (2025). *Languages matter: Global guidance on multilingual education*. <https://doi.org/10.54675/MLIO7101>

Call for papers

Potential presentation topics can refer to the learning and teaching of any language(s) in pre-primary and/or primary education and include, but are not limited to:

- Learning and teaching additional languages in linguistically and/or culturally diverse classrooms
- Integrating children's languages and/or translanguaging in early language learning
- Individual differences in early language learning
- Neurodiversity in early language learning
- Psycholinguistic development of a child in multiple languages and across different learning contexts
- Literacy development in multiple languages
- Researching technology and innovation in early language learning classroom contexts
- Intercultural education and critical pedagogies in early language learning
- Teacher education and teacher competencies to address multilingualism and diversity in early language learning
- Teacher identities, ideologies and bias impacting early language learning
- Inclusive and equitable teacher practices
- CLIL and multilingual education in early language learning contexts
- Materials and resources to support multilingualism and diversity in early language learning.
- Assessment tools and practices for diverse and inclusive classrooms

Proposals

The language of the conference is **English**. We invite contributions for:

- **Oral presentations:** 20-minute presentation followed by 10-minute discussion
- **Posters:** preferably vertical layout, maximum A1 paper size 85x120cm approx.
- **Themed symposia** (three 20-minute presentations followed by 20-minute discussion).

Proposals for oral presentations and posters should include:

- Title of presentation
- A 400-word abstract (excluding references)

Proposals for themed symposia should include:

- Title of symposium
- Symposium description of 250 words (excluding references)
- A 300-word abstract per presentation (excluding references).

Please submit your proposal via:

<https://auth.oxfordabstracts.com/?redirect=/stages/79090/submitter>

Deadline for the submission of proposals: **15 October 2025**

Notification of acceptance: **15 December 2025**