

Poster session ELLRA 2026, Thursday 4th June 2pm-3pm

(next to the Auditorium)

Author(s)	University	Title of the Poster
Avello Daniela, Muñoz Carmen	University of O'Higgins	Lights, Captions, Action! How captioned videos support L2 reading in young learners from input-limited contexts
Blair Emily C., DeWilde Vanessa, Verspoor Marjolijn	University of Pannonia	Extramural Exposure and Implicit Learning in Young Learners' English-Speaking Proficiency
Cox Šárka	Masaryk University, Faculty of Education, Department of English Language and Literature	Appreciative Inquiry into Continuous Professional Development of Primary English Language Teachers: Results of a Pilot Research Conducted in a Czech School
Dreßler Constanze, Frisch Stefanie, Kolb Annika	Bergische Universität	Picturebooks in the primary EFL classroom – from language to literary learning?
Gheitasi Parvin	School of Language, Literatures, and Learning, Dalarna University, Sweden	Balancing the spectrum: Differentiated English instruction in Swedish primary classrooms
Gil Maria Beatriz, Alves Margarida	EDUNOVA.ISPA, Portugal	The teaching of writing in primary school: student's conceptions and needs
Hanke Ellen Franziska	Speech and Language Therapist, Private Speech Therapy Practice, Kiel, Germany	Diagnosing Language Development Disorders in Multilingual Contexts: Challenges for Speech Therapy and Education in the German DAZ System
Jakupcevic Eva, Zujic Gea	Faculty of Humanities and Social Sciences, University of Split	Exploring the metapragmatic awareness of young Croatian EFL learners
Morgan Ceri	Anglia Ruskin University	Promoting creative and multimodal approaches to foreign language learning at home and in the early years classroom.
O'Reilly Jelena, Jakupcevic Eva	University of York	An exploration of target L2 morphemes in the oral production of young EFL learners in Croatia

Rahmaniar Irene	Aston University	Exploring the use of materials in primary English language classrooms
Rasom Olimpia, Rubatscher Claudia	Ladin Education and Culture Department	Multilingual literacy in the Ladin school system of south Tyrol: a trilingual approach to early language learning and cultural identity
Redon Celia	INSPÉ Clermont Auvergne, Université Clermont Auvergne	Traditional and Digital Picturebooks in Early L2 English Classrooms: Teachers' Perceptions and Practices in France and Portugal
Şahin Gözde, Yalçın Şebnem	Boğaziçi University	Degrees of Explicitness in Communicative Classrooms: Intentional and Incidental Vocabulary Teaching through Teacher Talk
Špiříková Helena	Masaryk University	Teaching the English existential sentence: a pilot study
Stepšys Jonas	Institute of the Lithuanian Language	Narrative Learning in Lithuanian Preschoolers: Linguistic Development in Storytelling and Retelling
Svendsen Sofija	University of Stavanger	Indigenizing the Norwegian Subject in a Norwegian Teacher Education Program
Vázquez Rodríguez Adrián, Moral Amarilla, Barón Parés Júlia	Universitat de Barcelona	Teaching Politeness to Children: Storybooks and Audiovisual Materials in Early Foreign Language Learning