

DAY 1 - Wednesday June 3rd 2026					
8:30	Registration Desk				
9:30	Pre-doctoral Workshop opening				
10:00	Workshop Session 1 SALA DE GRAUS				
11:30	COFFEE BREAK				
12:00	Workshop Session 2 SALA DE GRAUS				
13:30	LUNCH (for Pre-doctoral Workshop participants)				
	Registration Desk				
15:00	CONFERENCE OPENING - AUDITORI				
15:30	Keynote 1: Prof. María del Pilar García Mayo - AUDITORI				
16:30	Parallel session 1 - Facultat de Lletres				
	Session 1.1 Extramural learning and Parents SALA DE GRAUS	Session 1.2 Plurilingual education SALA D'ACTES	Session 1.3 Teacher education ROOM 201	Session 1.4 Language development ROOM 202	Session 1.5 Individual differences ROOM 203
16:30	Mirna Erk - Young EFL learners' perceptions of importance of extramural English activities and their EFL achievement	Nayr Ibrahim, Anastasia Gaintartzi - Exploring plurilingualism through Dominant Language Constellations in schools: building teacher-student affective and sensorial connections in Greece and Norway	Francesca Costa, Noelia Galán-Rodríguez - CLIL in Pre-service Teacher Training: Analyzing Syllabi for English Courses in Italian Primary Education Degrees	Heike Mlakar, Joanna Hirst-Plein - Exploring Cognitive and Literacy Factors in EFL Vocabulary Growth: Evidence from German Primary Schools and Literacy Instruction Types	Eline Decraene, Maribel Montero Perez, Hilde Van Keer - Negotiating language boundaries: Young multilingual children's voice on language use, motivation, and well-being in school

17:00	Juliana Reichert Assunção Tonelli, Gladys Quevedo Camargo, Cláudia Kawachi Furlan, Sandra Gattolin - Designing Local Pathways: Collaborative Frameworks for Teaching English to (Very) Young Learners in Brazil	Serdar Tekin - Translanguaging with young English learners in the Turkish primary school context: A proposal of comprehensive framework	Joanna Głogowska - Exploring the Development of Preservice Primary Language Teacher Identity in Transnational Teacher Education: An Action Research Study	Pronina Mariia, Maria del Mar Vanrell, Iban Mañas - Narrative development of heritage Russian multilingual children in Catalan-speaking territories of Spain	Melita Lemut Bajec, Manca Jež - Language Anxiety in Learning English as a Foreign Language among Slovenian Third-Grade Pupils
17:30	Zeynep Çamlıbel-Acar - Parental involvement and home support in children's EFL education	Anna Paris - Learning by Doing and Learning by Teaching: Toward an Integrated Model for Early Bi/Multilingual Education	Anna Sarbiewska - Developing Pre-service Teachers' Understanding of Pedagogical Translanguaging in Early Language Education: A Design-based Study		Marta Kopinska, Maria Orcasitas-Vicandi - The effect of L1 pre-task planning on young EFL learners' willingness to communicate in L2 during collaborative writing
18:00	COFFEE BREAK				
18:30	Parallel session 2 - Facultat de Lletres				
	Session 2.1 Extramural learning and Parents SALA DE GRAUS	Session 2.2 Plurilingual education SALA D'ACTES	Session 2.3 Teacher education ROOM 201	Session 2.4 Individual differences ROOM 202	
18:30	Gözde Şahin, Şebnem Yalçın - Immersed in English beyond the classroom: An exploratory study of Turkish EFL learners	Benz Inga, Kristin Kersten - Developing regulatory abilities through language learning: Majority and heritage language competencies predict emotion regulation and flexible goal adjustment in young learners	Cecilie Waallann Brown, Milica Savic - Critical visual literacy in L2 English teacher education: Opportunities and challenges of the Redesign task	Oxana Plugina, Camino Bueno-Alastuey, Isabel García-del-Real - Foreign Language Acquisition in Dyslexic Pupils: Reading and Listening Skills in Bilingual Primary Education	

19:00		Jana Folch-Claramunt, Joel Espejo-Álvarez, Júlia Florit-Pons, Mireia Gómez i Martínez, Ingrid Vilà-Giménez, Pilar Prieto - Benefits of co-creating a language intervention: assessing the acceptability, feasibility, appropriateness and perceived measures of learning of the MultiModal Narrative Newcomer intervention	Joohwan Yang - Exploring Language Teacher Identities in Linguistically and Institutionally Biased Contexts: A Case Study of Local Primary English Teachers in South Korean State Schools	Mariia Pronina, Sergey Knyazev, Maria del Mar Vanrell - Individual differences in the acquisition of intonation in heritage multilingual children	
19:30	Welcome reception and cultural activity - PLAÇA DEL CONEIXEMENT - UAB				

DAY 2 - Thursday June 4th 2026					
8:30	Registration Desk				
9:00	Keynote 2: Dr Sabine Little - AUDITORI				
10:00	Parallel session 3 - Facultat de Lletres				
	Session 3.1 Extramural learning & Parents SALA DE GRAUS	Session 3.2 CLIL SALA D'ACTES	Session 3.3 Plurilingual education SEMINARI A	Session 3.4 Language development ROOM 207	Themed Symposium ROOM 213

10:00	Dominika Chrobak, Katarzyna Nosidlak - Multilingualism at the School Gate: Parental Knowledge and Attitudes Toward Language Diversity in Early Primary Education in Poland	Marina González de San Pedro Jiménez - The influence of pedagogical translanguaging on CLIL young multilingual learners' productive vocabulary: Insights from lexical transfer	Anja Steinlen, Thorsten Piske - Long-lasting effects of early bilingual programs? Minority and majority language students' transition from primary school CLIL programs to regular foreign language lessons in secondary schools in Germany	Inga Benz, Ramona Böttcher, Nils Jäkel, Rhythm Chauhan, Lynn Jedamski, Julius Kleinbub, Dorothee Kohl-Dietrich, Helena Mengeu, Katharina Ponto, Jana Roos, Friederike Schirmag, Kristin Kersten - Does learners' degree of bilingualism and working memory predict L2 grammar and lexicon	Kirsten Birsak de Jersey, Harriet Jeeves, Shona Whyte, Ciara R. Wigham, Euline Cutrim Schmid, Mateja Dagarin Fojkar, Katarzyna Brzosko-Barratt, Paulina Marchik, Tina Rozmanič, Florentina Nicolás-Conesa, Yvette Coyle, Pedro Férrez Mora, Encarna Carrillo - Implementing virtual exchange in the early language learning classroom
10:30	Stefanie Frisch, Julia Reckermann - The role of family language background in learners' opinions towards the appropriate time to start English language teaching	Irene Guzman - Writing in CLIL Primary Education: Insights from a Trilingual Context	Serena Dal Maso, Emma Sartori Barana, Chiara Barachetti, Paola Dusi, Marinella Majorano, Maria Vender, Elena Florit - Becoming Readers Across Languages: a Shared-Reading intervention with Preschoolers from migrant families	Daniela Avello, Carmen Muñoz - Vocabulary learning from captioned video viewing in primary school learners: The influence of word- and context-related factors	
11:00	Nils Jaekel, Natalja Ulrich, Nadine Kolb - The Role of Extramural English Exposure in Early Language Learning: Evidence from Finnish and Norwegian Fourth Graders	Raúl Azpilicueta-Martínez, Irene Bustince Pérez - Beyond Exposure: Which motivational factors map onto oral proficiency in high-CLIL settings?		Daniela Avello, Carmen Muñoz - From Watching to Learning in the Primary EFL Classroom: Enhancing the Acquisition of Noun + Noun Constructions	
11:30	COFFEE BREAK				
12:00	Parallel session 4 - Facultat de Lletres				

	Session 4.1 In-service Teachers SALA DE GRAUS	Session 4.2 Technology SALA D'ACTES	Session 4.3 Global education SEMINARI A	Session 4.4 Attitudes and Perceptions ROOM 207	Session 4.5 Methodologies ROOM 201
12:00	Tomas Kos, Yuki Otsuki, Wei-Tung Wang - Developing teacher understanding of input- based tasks in Japanese elementary English education	Victoria Geller, Katja Schwemmer - Young learners' encounters with English in the digital wilds: Contexts, motivations, and the role of multilingualism	Joanna Rokita-Jaśkow, Melanie Ellis - Global challenges in early language teaching for plurilingual futures	Paloma Delgado-Garza, María del Pilar García Mayo - "You gotta learn what you gotta learn": Young learners' and teachers' perceptions about explicit grammar teaching in the EFL classroom	Potheini Vaiouli - Singing and Language Learning in Early Childhood Settings: The case of Luxembourg
12:30	Katarzyna Brzosko-Barratt, Paulina Marchlik - Transnational language teachers' agency: Non- native English teachers working with young learners in Poland	Martina Irsara, Maria Cristina Gatti - University students and young learners co-constructing meaning across cultures online: A multimodal analysis of an Italo- Japanese English language exchange	Clara Reining, Katja Schwemmer - A Qualitative Study on the Importance of Education for Democracy in Primary Schools in Germany and the US – How (English) Teaching Can Make a Difference	Junjie Li, Weizhao Gong - Creative approach as ethical praxis in qualitative longitudinal research with children: Ethnographic insights into microethics	Catherine Hamilton, Faidra Faitaki - Creative pedagogies, rigorous research: Building an evidence base for early language education
13:00	Ramona Böttcher, Katharina Ponto, Kristin Kersten - Teachers' input quality and learners' attention predict early receptive L2 abilities			Anders Myrset, Milica Savic - Beyond please and may I: The intricacies of young second language learners' views of politeness	Katerina Spiess- Velcovska, Sylvie Dolakova - Language, Identity, and Learning Across Borders - Developing Children's Bilingual Competences
13:30	LUNCH				
14:00	POSTER SESSION				
15:00	Keynote 3: Dr Mario López-Gopar - AUDITORI				
16:00	COFFEE BREAK				
16:30	Parallel session 5 - Facultat de Lletres				

	Session 5.1 In-service Teachers SALA DE GRAUS	Session 5.2 CLIL SALA D'ACTES	Session 5.3 Global education SEMINARI A	Session 5.4 Picturebooks ROOM 207	Themed Symposium ROOM 201
16:30	Saskia Bruyninckx, Helena Taelman, Victoria Van Oss, Jantine L. Spilt - Teachers' language-stimulating interactions in preschool: Practices and variation across everyday activity settings	Patricia Uhl, Thorsten Piske - Oral Production Outcomes in German-French Elementary School CLIL Programs in Comparison to the Outcomes of Regular Foreign Language Classes	Alexandra Bos, Julie Waddington - EFL in minoritised language contexts: perspectives from early years educators in Catalonia	Annett Kaminski - Fostering empathy: Picturebooks for multilingual early English language classrooms	Elisabete Silva, Catarina Castro, Carlos Lindade, Sandie Mourão, Sandra Fradão, Carolyn Leslie - Theorizing teacher professional learning through classroom-based assessment and peer interaction: Insights from a blended MOOC
17:00	Roberta Contin - Uncovering the teacher's agency: identity, ideological positioning and bias in early language learning.	Natalja Ulrich, Anja Steinlen, Thorsten Piske, Nils Jaekel - Individual differences in phonological skills and their association with grammar and reading skills among multilingual Finnish and Norwegian 4th-grade English students.	Laura Kamandulytė-Merfeldienė, Joanna Rokita-Jaśkow - Teaching in Transition: Lithuanian Teachers' Views on Their Changing Role in an Immigrant Context	Tomas Kos - More than stories and language practice: picturebooks as pedagogical tools in pre-service CLIL teacher education	
17:30	Anna Bąk-Średnicka, Marzena Miekina - Ecological empathy in TESOL: A critical analysis of primary coursebooks		Laura Castañé Bassa - Exploration of a Catalan School: The Hidden Impact of Language Policies and Ideologies	Maria Nilsson - Meaning-making and engagement: Young learner perspectives on interactive picturebook readalouds.	
20:00	Conference dinner - Can Cortada (Barcelona)				

DAY 3 - Friday June 5th 2026	
9:00	Research trajectory panel: Prof. Carmen Muñoz - AUDITORI
10:00	Parallel session 6 - Facultat de Lletres

	Session 6.1 Inclusive education SALA DE GRAUS	Session 6.2 Teacher education SALA D'ACTES	Session 6.3 Plurilingual education SEMINARI A	Session 6.4 Methodologies ROOM 206	Session 6.5 Individual differences ROOM 207
10:00	Cristina Corcoll López, Mila Schwartz - Teachers as Agents of Linguistic Inclusion: A Comparative Study of Plurilingual Practices in Preschools in Spain and Israel	Nayr Ibrahim - Pedagogical entanglements between teacher education and classroom practice: insights on integrating multilingualism in ELT from the Portuguese context	Sara Castagnoli - From learning English to discovering the world. Promoting pluralistic approaches to language education in Italian primary schools.	Federica Clementi - Bridging Policy and Practice: Integrating Queer- Inclusive Children's Literature and Arts-Based Pedagogies in Norwegian EFL Classrooms	Werona Król-Gierat, Maria Concetta Carruba - Self- Concept Development in Children with Speech and Anxiety Disorders Learning English as a Foreign Language
10:30	Sue Garton - What diversity? Issues in recognising diversity in primary ELT	Alexandra Vraciu, Anna Marsol - Enhancing Language Teacher Education through Peer Observation: Insights from an Intervention with Pre- service Primary Education EFL Teachers in Catalonia	Claudine Kirsch - Language education in ECE in Luxembourg: multiple languages, aims and approaches	Nina Lazarevic - Learner- Generated Materials and Cognitive Engagement in EFL Writing for Young Learners	Rowena Kasprowicz, Carmen Silvestri, Jasmin Silver, Clare Savory, James Algie - The impact of individual and instructional factors on young learners' foreign language learning in low- input instructed settings
11:00			Anja Pirih, Silva Bratož, Sonja Rutar, Mija Umer - Education students' attitudes and beliefs towards multilingualism in the school environment	Sandie Mourão, Mateja Dagarin Fojkar - Comparing picturebook read-aloud practices in primary English classrooms: Insights from Portugal and Slovenia	Agata Wolanin - Mapping primary school learners' linguistic repertoires, L2 motivation and attitudes across contexts: Evidence from Poland
11:30	COFFEE BREAK				
12:00	ELLRA AGM - SALA DE GRAUS				
13:30	LUNCH				
14:30	Parallel session 7 - Facultat de Lletres				
	Session 7.1 Inclusive education SALA DE GRAUS	Session 7.2 Corrective feedback and Methodologies SALA D'ACTES	Session 7.3 Individual differences SEMINARI A	Themed Symposium ROOM 201	

14:30	Rachel Hall - Act it Out: Inclusive Early Language Learning Approaches with Drama	Belén Muñoz Muñoz - Making the Complex Learnable: Indirect Corrective Feedback in the Chilean EFL Classroom	Barry Bai - A network analysis of the relationships between students' self-regulated learning, motivation, and perceived teachers' support in cooperative learning in Hong Kong primary schools	Hanna Pöyliö, Otso Ahosola, Anssi Roiha, Anna Marzà, Karita Mård-Miettinen, Anne Pitkänen-Huhta, Elina Hakola, Pauliina Sopanen, Linda Saukko-Rauta - Researching Early Language and Literacy Learning with Visual Methodologies	
15:00	Alessa Haase - Planning the Unplannable (?) - A Case Study on Professional Task Planning for Diverse Learners in Primary EFL	Dongxia Nie, Faidra Faitaki, Victoria Murphy - The Effects of Feedback on Young EFL Learners' Reading Development in the Digital Environment	Jana Folch-Claramunt, Joel Espejo-Álvarez, Júlia Florit-Pons, Ingrid Vilà-Giménez, Pilar Prieto - Exploring language attitudes toward Catalan among recently arrived primary school children in Catalonia		
15:30	Michela Santangelo, Chiara Barachetti, Letizia Guerzoni, Domenico Cuda, Elena Florit, Marinella Majorano - Music as a language learning resource: An online program promotes vocabulary development of children with cochlear implants and maternal well-being	Euline Cutrim Schmid, Hilal Şahin - Fostering Plurilingual Competence in Young Learners through Virtual Exchange	Junjie Li - To motivate or not? Analysing child participant reactivity through a creative, reflexive approach		
16:00	Keynote 4: Dr Sharon Unsworth - AUDITORI				
17:00	CONFERENCE CLOSING - AUDITORI				