



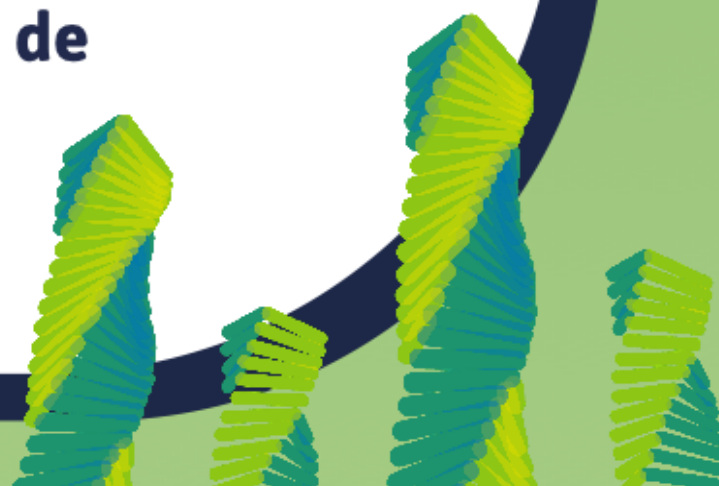
2nd ELLRA Conference

**Exploring Multilingualism
and Diversity in Formal
Early Language Learning
Contexts**

3-5 June 2026

**Universitat Autònoma de
Barcelona**

Bellaterra, Spain



GENERAL PROGRAM

Wednesday June 3rd

9:30-10:00	Pre-doctoral Workshop opening
10:00-11:30	Workshop Session 1 (Sala de Graus)
11:30-12:00	Coffee break (next to Sala de Graus)
12:00-13:30	Workshop Session 2 (Sala de Graus)
13:30-15:00	Lunch (for Pre-doctoral Workshop participants)
15:00-15:30	Conference Opening and UAB Choir (Auditori)
15:30-16:30	Keynote 1: Prof. María del Pilar García Mayo (Auditori)
16:30-18:00	Parallel session 1
18:00-18:30	Coffee break (in front of Auditori/Sala de Revistes)
18:30-19:30	Parallel session 2
19:30	Welcome reception and cultural activity (Plaça del Coneixement)

Thursday June 4th

9:00-10:00	Keynote 2: Prof. Sabine Little (Auditori)
10:00-11:30	Parallel session 3
11:30-12:00	Coffee break (in front of Auditori/Sala de Revistes)
12:00-13:30	Parallel session 4
13:30-14:00	Lunch (in front of Auditori/Sala de Revistes)
14:00-15:00	Poster session
15:00-16:00	Keynote 3: Dr Mario López-Gopar (Auditori)
16:00-16:30	Coffee break (in front of Auditori/Sala de Revistes)
16:30-18:00	Parallel session 5
20:00	Conference dinner (Can Cortada, Barcelona)

Friday June 5th

9:00-10:00	Research trajectory panel: Prof. Carmen Muñoz (Auditori)
10:00-11:30	Parallel session 6
11:30-12:00	Coffee break (in front of Auditori/Sala de Revistes)
12:00-13:30	ELLRA AGM (Sala de Graus)
13:30-14:30	Lunch (in front of Auditori/Sala de Revistes)
14:30-16:00	Parallel session 7
16:00-17:00	Keynote 4: Dr Sharon Unsworth (Auditori)
17:00	Conference closing (Auditori)

WORKSHOP

Wednesday June 3rd

Session 1 (10:00-11:30) (Sala de Graus)

Chair: Adriana Soto-Corominas

Laura Castañé

Redesigning the schoolscape in a Catalan primary school through a translanguaging lens

Student discussant: Zhuohan Chen (University of Oxford)

Senior discussant: Joanna Rokita-Jaśkow (UP Krakow)

Elina Hakola

"So, there's now this controversy going on about whether first graders should see that text" - the role of written language in early foreign language teaching

Student discussant: Yue Wang (Universitat Autònoma de Barcelona)

Senior discussant: Sandie Mourão (Universidade Nova de Lisboa)

Nurjona Pinguri

Exploring the Use of Queer Picturebooks in the Primary EFL Classroom

Student discussant: Vibeke Klovning (University of Stavanger)

Senior discussant: Nina Lazarevic (University of Stavanger)

Session 2 (12:00-13:30) (Sala de Graus)

Chair: Laura Styles

Vibeke Klovning

Exploring the Affordances of Collaborative Activities for Young EFL Learners' Metapragmatic Reflections

Student discussant: Elina Hakola (University of Jyväskylä)

Senior discussant: Nils Jaekel (Universität Hildesheim)

Yue Wang

Exploring How AI Technology and Digital Tool Use Affect Learner Autonomy and English Language Development Among Young Chinese EFL Learners

Student discussant: Laura Castañé (University of Jyväskylä)

Senior discussant: Nayr Ibrahim (Nord University)

Zhuohan Chen (online)

The Impact of Exposure to Global Englishes Accents on Chinese Children's Learning of EFL (English as A Foreign Language)

Student discussant: Nurjona Pinguri (Pädagogische Hochschule Freiburg)

Senior discussant: Ingrid Mora-Plaza (Universitat Autònoma de Barcelona)

ORAL PRESENTATIONS and THEMED SYMPOSIA

Wednesday June 3rd

Session 1 (16:30-18:00)

Session 1.1. Extramural learning and Parents (Sala de Graus)

Chair: Sònia Mas-Alcolea

Mirna Erk

Young EFL learners' perceptions of importance of extramural English activities and their EFL achievement

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

Zeynep Çamlıbel-Acar

Parental involvement and home support in children's EFL education

Session 1.2. Plurilingual education (Sala d'actes)

Chair: Marta Segura Mollà

Nayr Ibrahim, Anastasia Gaintartzi

Exploring plurilingualism through Dominant Language Constellations in schools: building teacher-student affective and sensorial connections in Greece and Norway

Serdar Tekin

Translanguaging with young English learners in the Turkish primary school context: A proposal of comprehensive framework

Anna Paris

Learning by Doing and Learning by Teaching: Toward an Integrated Model for Early Bi/Multilingual Education

Session 1.3. Teacher education (Room 201)

Chair: Eva Jakupčević

Francesca Costa, Noelia Galán-Rodríguez

CLIL in Pre-service Teacher Training: Analyzing Syllabi for English Courses in Italian Primary Education Degrees

Joanna Głogowska, Katarzyna Brzosko-Barratt

Exploring the Development of Preservice Primary Language Teacher Identity in Transnational Teacher Education: An Action Research Study

Anna Sarbiewska

Developing Pre-service Teachers' Understanding of Pedagogical Translanguaging in Early Language Education: A Design-based Study

Session 1.4. Language development (Room 202)

Chair: Laura Styles

Heike Mlakar, Jingyuan Zhuang

Exploring Cognitive and Literacy Factors in EFL Vocabulary Growth: Evidence from German Primary Schools and Literacy Instruction Types

Pronina Mariia, Maria del Mar Vanrell, Iban Mañas

Narrative development of heritage Russian multilingual children in Catalan-speaking territories of Spain

Session 1.5. Individual differences (Room 203)

Chair: Ingrid Mora-Plaza

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

Melita Lemut Bajec, Manca Jež

Language Anxiety in Learning English as a Foreign Language among Slovenian Third-Grade Pupils

Marta Kopinska, Maria Orcasitas-Vicandi

The effect of L1 pre-task planning on young EFL learners' willingness to communicate in L2 during collaborative writing

Session 2 (18:30-19:30)

Session 2.1. Extramural learning and Parents (Sala de graus)

Chair: Ingrid Mora-Plaza

Gözde Şahin, Şebnem Yalçın

Immersed in English beyond the classroom: An exploratory study of Turkish EFL learners

Session 2.2. Plurilingual education (Sala d'actes)

Chair: Sònia Mas-Alcolea

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

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

Session 2.3. Teacher education (Room 201)

Chair: Laura Styles

Cecilie Waallann Brown, Milica Savic

Critical visual literacy in L2 English teacher education: Opportunities and challenges of the Redesign task

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

Session 2.4. Individual differences (Room 202)

Chair: Jordi Rodó Tomás

Oxana Plugina, Camino Bueno-Alastuey, Isabel García-del-Real
<i>Foreign Language Acquisition in Dyslexic Pupils: Reading and Listening Skills in Bilingual Primary Education</i>
Mariia Pronina, Sergey Knyazev, Maria del Mar Vanrell
<i>Individual differences in the acquisition of intonation in heritage multilingual children</i>

Thursday June 4th

Session 3 (10:00-11:30)

Session 3.1. Extramural learning and Parents (Sala de graus)

Chair: Sònia Mas-Alcolea

Dominika Chrobak, Katarzyna Nosidlak

Multilingualism at the School Gate: Parental Knowledge and Attitudes Toward Language Diversity in Early Primary Education in Poland

Stefanie Frisch, Julia Reckermann

The role of family language background in learners' opinions towards the appropriate time to start English language teaching

Nils Jaekel, Natalja Ulrich, Nadine Kolb

The Role of Extramural English Exposure in Early Language Learning: Evidence from Finnish and Norwegian Fourth Graders

Session 3.2. CLIL (Sala d'actes)

Chair: Jennifer Rose Ament

Marina González de San Pedro Jiménez

The influence of pedagogical translanguaging on CLIL young multilingual learners' productive vocabulary: Insights from lexical transfer

Irene Guzman

Writing in CLIL Primary Education: Insights from a Trilingual Context

Raúl Azpilicueta-Martínez, Irene Bustince Pérez

Beyond Exposure: Which motivational factors map onto oral proficiency in high-CLIL settings?

Session 3.3. Plurilingual education (Seminari A)

Chair: Laura Styles

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

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

Session 3.4. Language development (Room 207)

Chair: Montserrat Capdevila Batet

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

Daniela Avello, Carmen Muñoz

Vocabulary learning from captioned video viewing in primary school learners: The influence of word- and context-related factors

Daniela Avello, Carmen Muñoz

From Watching to Learning in the Primary EFL Classroom: Enhancing the Acquisition of Noun + Noun Constructions

Themed Symposium (Room 213)

Chair: Alexandra Vraciu

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 Férez Mora, Encarna Carrillo

Implementing virtual exchange in the early language learning classroom

Session 4 (12:00-13:30)

Session 4.1. In-service Teachers (Sala de graus)

Chair: Carolyn Leslie

Tomas Kos, Yuki Otsuki, Wei-Tung Wang

Developing teacher understanding of input-based tasks in Japanese elementary English education

Katarzyna Brzosko-Barratt, Paulina Marchlik

Transnational language teachers' agency: Non-native English teachers working with young learners in Poland

Ramona Böttcher, Katharina Ponto, Kristin Kersten

Teachers' input quality and learners' attention predict early receptive L2 abilities

Session 4.2. Technology (Sala d'actes)

Chair: Laura Styles

Victoria Geller, Katja Schwemmer

Young learners' encounters with English in the digital wilds: Contexts, motivations, and the role of multilingualism

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

Session 4.3. Global education (Seminari A)

Chair: Adriana Soto-Corominas

Joanna Rokita-Jaśkow, Melanie Ellis

Global challenges in early language teaching for plurilingual futures

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

Session 4.4. Attitudes and Perceptions (Room 207)

Chair: Sandie Mourão

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

Junjie Li, Weizhao Gong

Creative approach as ethical praxis in qualitative longitudinal research with children: Ethnographic insights into microethics

Anders Myrset, Milica Savic

Beyond please and may I: The intricacies of young second language learners' views of politeness

Session 4.5. Methodologies (Room 201)

Chair: Montserrat Capdevila Batet

Potheini Vaiouli <i>Singing and Language Learning in Early Childhood Settings: The case of Luxembourg</i>
Catherine Hamilton, Faidra Faitaki <i>Creative pedagogies, rigorous research: Building an evidence base for early language education</i>
Katerina Spiess-Velcovska, Sylvie Dolakova <i>Language, Identity, and Learning Across Borders - Developing Children's Bilingual Competences</i>

Session 5 (16:30-18:00)

Session 5.1. In-Service Teachers (Sala de graus)

Chairs: Sònia Mas-Alcolea

Saskia Bruyninckx, Helena Taelman, Victoria Van Oss, Jantine L. Spilt <i>Teachers' language-stimulating interactions in preschool: Practices and variation across everyday activity settings</i>
Roberta Contin <i>Uncovering the teacher's agency: identity, ideological positioning and bias in early language learning</i>
Anna Bąk-Średnicka, Marzena Miekina <i>Ecological empathy in TESOL: A critical analysis of primary coursebooks</i>

Session 5.2. CLIL (Sala d'actes)

Chair: Ingrid Mora-Plaza

Patricia Uhl, Thorsten Piske <i>Oral Production Outcomes in German-French Elementary School CLIL Programs in Comparison to the Outcomes of Regular Foreign Language Classes</i>
Natalja Ulrich, Anja Steinlen, Thorsten Piske, Nils Jaekel <i>Individual differences in phonological skills and their association with grammar and reading skills among multilingual Finnish and Norwegian 4th-grade English students</i>

Session 5.3. Global education (Seminari A)

Chair: Marta Segura Mollà

Alexandra Bos, Julie Waddington <i>EFL in minoritised language contexts: perspectives from early years educators in Catalonia</i>
Laura Kamandulytė-Merfeldienė, Joanna Rokita-Jaśkow <i>Teaching in Transition: Lithuanian Teachers' Views on Their Changing Role in an Immigrant Context</i>
Laura Castañé Bassa <i>Exploration of a Catalan School: The Hidden Impact of Language Policies and Ideologies</i>

Session 5.4. Picturebooks (Room 207)

Chair: Jordi Rodó Tomás

Annett Kaminski <i>Fostering empathy: Picturebooks for multilingual early English language classrooms</i>
Tomas Kos <i>More than stories and language practice: picturebooks as pedagogical tools in pre-service CLIL teacher education</i>
Maria Nilsson <i>Meaning-making and engagement: Young learner perspectives on interactive picturebook readalouds</i>

Themed Symposium (Room 201)

Chair: Laura Styles

Elisabete Silva, Catarina Castro, Carlos Lindade, Sandie Mourão, Sandra Fradão, Carolyn Leslie <i>Theorizing teacher professional learning through classroom-based assessment and peer interaction: Insights from a blended MOOC</i>
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Friday June 5th

Session 6 (10:00-11:30)

Session 6.1. Inclusive education and Methodologies (Sala de Graus)

Chair: Alexandra Vraciu

Cristina Corcoll López, Mila Schwartz

Teachers as Agents of Linguistic Inclusion: A Comparative Study of Plurilingual Practices in Preschools in Spain and Israel

Sue Garton

What diversity? Issues in recognising diversity in primary ELT

Belén Muñoz Muñoz

Making the Complex Learnable: Indirect Corrective Feedback in the Chilean EFL Classroom

Session 6.2. Teacher education (Sala d'actes)

Chair: Jennifer Rose Ament

Nayr Ibrahim

Pedagogical entanglements between teacher education and classroom practice: insights on integrating multilingualism in ELT from the Portuguese context

Alexandra Vraciu, Anna Marsol

Enhancing Language Teacher Education through Peer Observation: Insights from an Intervention with Pre-service Primary Education EFL Teachers in Catalonia

Session 6.3. Plurilingual education (Seminari A)

Chair: Montserrat Capdevila Batet

Sara Castagnoli

From learning English to discovering the world. Promoting pluralistic approaches to language education in Italian primary schools.

Claudine Kirsch

Language education in ECE in Luxembourg: multiple languages, aims and approaches

Anja Pirih, Silva Bratož, Sonja Rutar, Mija Umer

Education students' attitudes and beliefs towards multilingualism in the school environment

Session 6.4. Methodologies (Room 206)

Chair: Marta Segura Mollà

Federica Clementi <i>Bridging Policy and Practice: Integrating Queer-Inclusive Children's Literature and Arts-Based Pedagogies in Norwegian EFL Classrooms</i>
Nina Lazarevic <i>Learner-Generated Materials and Cognitive Engagement in EFL Writing for Young Learners</i>
Sandie Mourão, Mateja Dagarin Fojkar <i>Comparing picturebook read-aloud practices in primary English classrooms: Insights from Portugal and Slovenia</i>

Session 6.5. Individual differences (Room 207)

Chair: Jordi Rodó Tomás

Werona Król-Gierat, Maria Concetta Carruba <i>Self-Concept Development in Children with Speech and Anxiety Disorders Learning English as a Foreign Language</i>
Rowena Kasprowicz, Carmen Silvestri, Jasmin Silver, Clare Savory, James Algie <i>The impact of individual and instructional factors on young learners' foreign language learning in low-input instructed settings</i>
Agata Wolanin <i>Mapping primary school learners' linguistic repertoires, L2 motivation and attitudes across contexts: Evidence from Poland</i>

Session 7 (14:30-16:00)

Session 7.1. Inclusive education (Sala de graus)

Chair: Laura Styles

Rachel Hall <i>Act it Out: Inclusive Early Language Learning Approaches with Drama</i>
Alessa Haase

Planning the Unplannable (?) - A Case Study on Professional Task Planning for Diverse Learners in Primary EFL

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

Session 7.2. Corrective feedback and Methodologies (Sala d'actes)

Chair: Adriana Soto-Corominas

Dongxia Nie, Faidra Faitaki, Victoria Murphy

The Effects of Feedback on Young EFL Learners' Reading Development in the Digital Environment

Euline Cutrim Schmid, Hilal Şahin

Fostering Plurilingual Competence in Young Learners through Virtual Exchange

Session 7.3. Individual differences (Seminari A)

Chair: Marta Segura Mollà

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

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

Junjie Li

To motivate or not? Analysing child participant reactivity through a creative, reflexive approach

Themed Symposium (Room 201)

Chair: Alexandra Vraciu

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

KEYNOTES and RESEARCH TRAJECTORY PANEL (AUDITORI)

Wednesday June 3rd

Keynote 1 (15:30-16:30)

Chair: Elisabet Pladevall Ballester

Prof. María del Pilar García Mayo
Universidad del País Vasco (UPV-EHU)

Revisiting task-based research with young EFL learners: Reflections and future directions

Thursday June 4th

Keynote 2 (9:00-10:00)

Chair: Sandie Mourão

Prof. Sabine Little
University of Sheffield

My story, my history: on multilingual stories and storytelling

Keynote 3 (15:00-16:00)

Chair: Nayr Ibrahim

Dr Mario López-Gopar
Universidad Autónoma Benito Juárez de Oaxaca

Learning from and with Children: Classroom- and-Research-Based Stories

Friday June 5th

Research Trajectory Panel (9:00-10:00)

Prof. Carmen Muñoz

Universitat de Barcelona (UB)

Questions as signposts in my research trajectory (with Dr Elsa Tragant and Dr Imma Miralpeix)

Keynote 4 (16:00-17:00)

Chair: Elisabet Pladevall Ballester

Dr Sharon Unsworth

Radbound Universiteit

Quantifying bilingual children's language experiences with the Q-BEx questionnaire

POSTER SESSION (Auditori-Sala de Revistes)

Thursday June 4th (14:00-15:00)

Daniela Avello, Carmen Muñoz <i>Lights, Captions, Action! How captioned videos support L2 reading in young learners from input-limited contexts</i>
Emily C. Blair, Vanessa DeWilde, Marjolijn Verspoor <i>Extramural Exposure and Implicit Learning in Young Learners' English-Speaking Proficiency</i>
Šárka Cox <i>Appreciative Inquiry into Continuous Professional Development of Primary English Language Teachers: Results of a Pilot Research Conducted in a Czech School</i>
Constanze Dreßler, Stefanie Frisch, Annika Kolb <i>Picturebooks in the primary EFL classroom – from language to literary learning?</i>
Eva Jakupcevic, Gea Zujić <i>Exploring the metapragmatic awareness of young Croatian EFL learners</i>
Jelena O'Reilly, Eva Jakupcevic <i>An exploration of target L2 morphemes in the oral production of young EFL learners in Croatia</i>
Olimpia Rasom, Claudia Rubatscher <i>Multilingual literacy in the Ladin school system of south Tyrol: a trilingual approach to early language learning and cultural identity</i>
Celia Redon <i>Traditional and Digital Picturebooks in Early L2 English Classrooms: Teachers' Perceptions and Practices in France and Portugal</i>
Helena Špiříková <i>Teaching the English existential sentence: a pilot study</i>
Adrián Vázquez Rodríguez, Amarilla Moral, Júlia Barón Parés <i>Teaching Politeness to Children: Storybooks and Audiovisual Materials in Early Foreign Language Learning</i>