Conference Handbook

Multilingual Childhoods:
Education, policy and practice

Hamar, Norway, May 15–16, 2019

**Inland Norway
University of
Applied Sciences**

Velkommen til Hamar!
Bures boahtin Hamarii!
Welcome to Hamar!

It is a pleasure to welcome you all to the International Conference, "Multilingual Childhoods 2019".

Given the recent global mobility trends, more and more children from birth to six years grow up in multilingual environments, and attend early year's services in the language different from their home environment. Even if linguistic diversity is steadily increasing and a common phenomenon of contemporary early childhood education and care (ECEC), there has been little research focus on linguistic diversity and second language/multilingual pedagogy in these contexts. We are pleased that there has been so much interest in this conference, which bears witness to the importance of early language learning and teaching in ECEC contexts.

There are several research conferences and research networks on multilingualism, but they are not specifically focused on the early years and educational contexts. There are also a number of conferences for early childhood education, but they are rather broad and do not focus specifically on language or multilingualism. Thus, there was a need to establish a more focused conference and research network focusing on the issues of multilingualism in early childhood.

The *Research in Early Years Language Learning* (REYLL) network was established in 2014 as a research strand in the Early Language Learning Research Network (ELL ReN) - part of the International Association of Applied Linguistics (AILA), and quickly gathered researchers from around the world. It represents early childhood education within the field of early language learning/ multilingualism. A year later, the *Multilingual Childhoods* special interest group (SIG), was established within the European Early Childhood Education Research Association (EECERA) in 2015. It represents multilingualism within the field of early childhood education. REYLL and Multilingual Childhoods SIG are one and the same, although represent their research interests in two different fields - language learning and early childhood education. Together they bridge these two fields

Since its establishment, the Multilingual Childhoods SIG has arranged a number of thematic symposia and conference paper presentations at the annual EECERA conferences, as well as pre-conference scientific workshops which have brought together researchers interested in multilingualism in the early years. Together REYLL and the EECERA Multilingual Childhoods SIG have also previously organised two conferences, one in 2015 – "Issues of Multilingualism in Early Childhood Education: Zero to Six" held by ROMA TRE University, and another in 2017 – "Multilingualism in the Early Years" hosted by the Dublin Institute of Technology. The present conference in Hamar is the third in this series of conferences, and we hope this initiative will continue the tradition of organizing a more specifically oriented and focused conference, which will provide an arena for further international collaboration.

We are glad that each and every one of you has come to Inland Norway University of Applied Sciences and Hamar for this conference and we hope you will feel at home here during these few days. We hope that you will find the academic program as well as formal and informal discussions with other conference participants stimulating and rewarding. Be sure to take advantage of the possibilities for recreation in Hamar while you are here – and enjoy the bright Nordic nights.

On behalf of the organizing committee,

Gunhild Tomter Alstad
PhD in applied linguistics, Conference Chair
Head of early childhood teacher education
Faculty of Education
Inland Norway University of Applied Sciences

Join the REYLL network and EECERA Multilingual Childhoods SIG

The Research into Early Language Learning (REYLL) Network and the EECERA Multilingual Childhoods SIG were set up with a view to bringing together researchers who are investigating the learning of two or more languages in the home, school or community by children from birth to the age of 6 years old - this includes aspects of L1 and L2 language development in contexts of awareness of languages, additional languages, foreign languages, second languages, bilingual education, and immersion.

Together we are a friendly international network of academics, researchers and teachers, active in the field of early years language learning with representatives in more than twenty countries.

Objectives
- To bridge the fields of multilingualism and early years education;
- To promote and disseminate research in early years multilingualism and its implementation in policy and practice;
- To create opportunities for informed and constructive discussion and debate;
- To foster possibilities for cross-national collaboration and interaction.

The REYLL network began in July 2014 as a discussion list and then became a research strand within the Early Language Learning Research Network (ELL ReN) - http://www.ell-ren.org/ at AILA https://aila.info/. It is coordinated by Sandie Mourão, Victoria Murphy and Elena Tkachenko.

REYLL represents early childhood education within the field of early language learning and multilingualism. To join the REYLL network all you have to do is subscribe to their open-access discussion list.

Join the REYLL JISCmail discussion list

https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=EARLY-YEARS-LANGUAGE-LEARNING

The Multilingual Childhoods SIG was launched in August 2015 at the annual EECERA conference in Barcelona. From 2015 to 2019it was co-convened by Gunhild Alstad and Sandie Mourão. From May 2019 the co-convenors will be Gunhild Alstad and Mila Schwartz.

The Multilingual Childhoods SIG represents early language learning and multilingualism in early childhood education.

To join the Multilingual Childhoods SIG you need to be a member of EECERA https://www.eecera.org/. Benefits to joining EECERA include:
- A free subscription to the *European Early Childhood Education Research Journal* (*EECERJ*) published by Taylor and Francis;
- An opportunity to attend or present a symposium research paper at the EECERA Annual Conference;
- Opportunities for international research networking and bid collaboration;
- Access to support for writing and publication of scholarly articles and themed journals;
- Regular discounts on Routledge books;
- A reduced fee at the EECERA annual conference.

Check out the Multilingual Childhoods website
https://multilingualchildhoods.wordpress.com/

Come join us at the
**Multilingual Childhoods SIG
Open Meeting**
on 15 May, at 17:15
in Auditorium 2

General Conference Information

Conference Venue

Inland Norway University of Applied Sciences
Faculty of Education
Campus Hamar
Holsetgata 31
2318 Hamar
Norway

Inland Norway University of Applied Sciences is located in the south-eastern part of Norway. The university has six campuses with different professional faculties: Faculty of Applied Ecology, Agricultural Sciences and Biotechnology; Inland School of Business and Social Sciences; Faculty of Social and Health Sciences; Faculty of Education; Faculty of Audiovisual Media and Creative Technologies; The Norwegian Film School.

The conference will be held on the Hamar Campus (Faculty of Education). Hamar is located one hour north of Oslo Airport, and is easily accessible by train. Sitting on the shores of Norway's biggest lake, Mjøsa, it has beautiful surroundings. The campus is in the town center with easy access to hotels, restaurants and shops, as well as recreational areas by the lake.

Registration and Information
If you need assistance, there will be someone in the reception on the first floor from 8:00–15:30 throughout the conference from 14 to 16 May. The assistants at the desk will to do their best to answer any questions you may have about the conference and the city of Hamar.

Conference participants will have access to the campus buildings until 20:00 every day. Please be aware that the entrances automatically close after you for security resons, and you will not be able to *enter* the building after 15.30 without assistance from some of the conference organizers.

Food and drink
There will be coffee/tea breaks each day, one mid-morning and one mid-afternoon, in the foyer on the ground floor. Coffee, tea, and fruit will be available. Lunch will be served in the campus cafeteria on the first floor. Dishes for people with special dietary needs will be marked.

If you would like to have lunch or dinner off campus, there are several places close to the conference site. Please do not hesitate to ask at the reception.

In case of emergency
In the case of an emergency, please call the following numbers:

110 – Fire
112 – Police
113 – Ambulance

Transport
Information about public transport by bus in the Hamar region will be provided at the information desk, and can also be found at the Norwegian website http://hedmark-trafikk.no/ (in Norwegian).

Taxi: Hamar Taxi +47 91503650
Train: Vy (formerly NSB)
https://www.vy.no/en

Map of Hamar
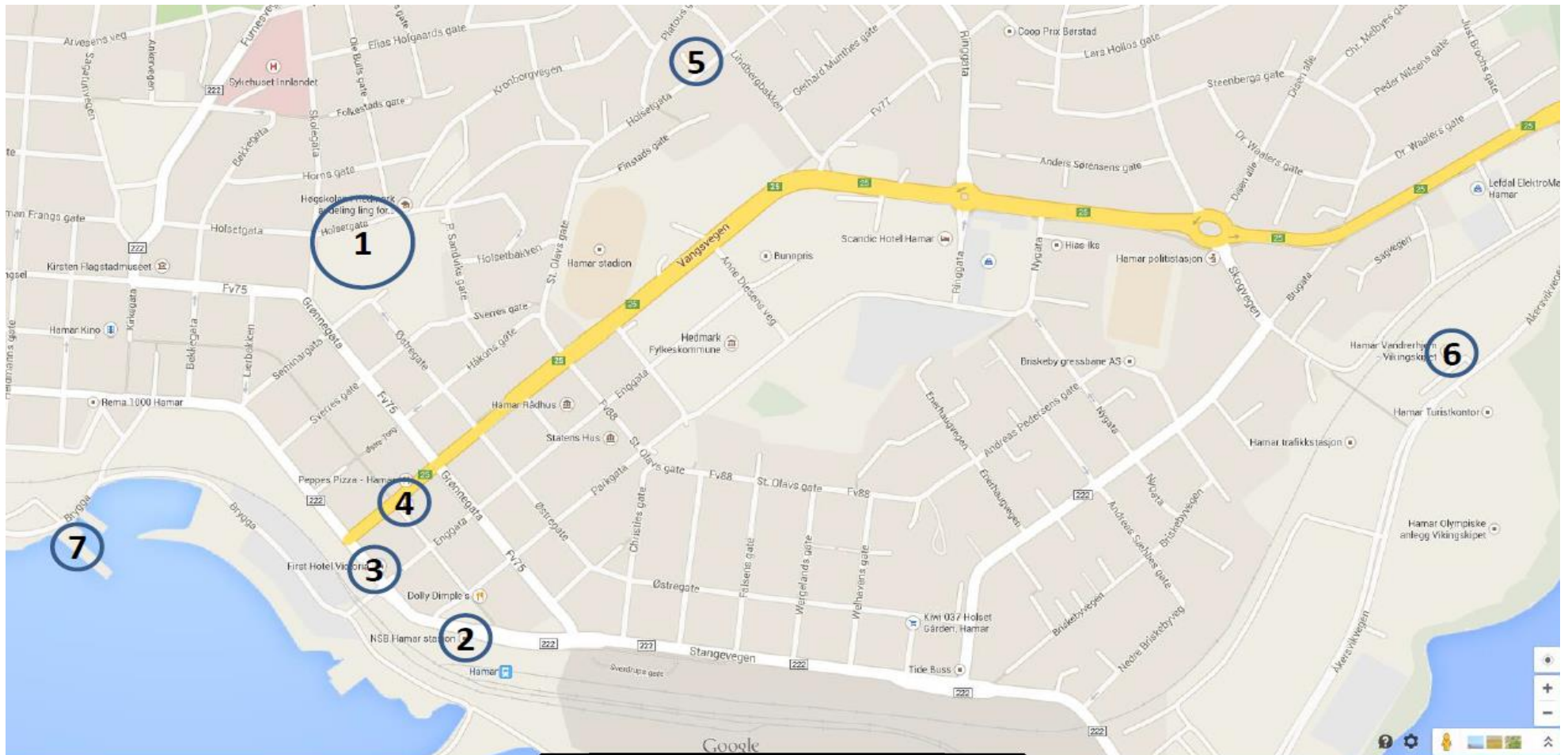
1. **Campus Hamar**
2. **Hamar Railway Station**
3. **First Hotel Victoria**
4. **Quality Hotel Astoria**
5. **Seiersted Pensjonat**
6. **Hamar Hostel**
7. **Skibladner Port**

Map of Inland Norway University of Applied Sciences, Campus Hamar
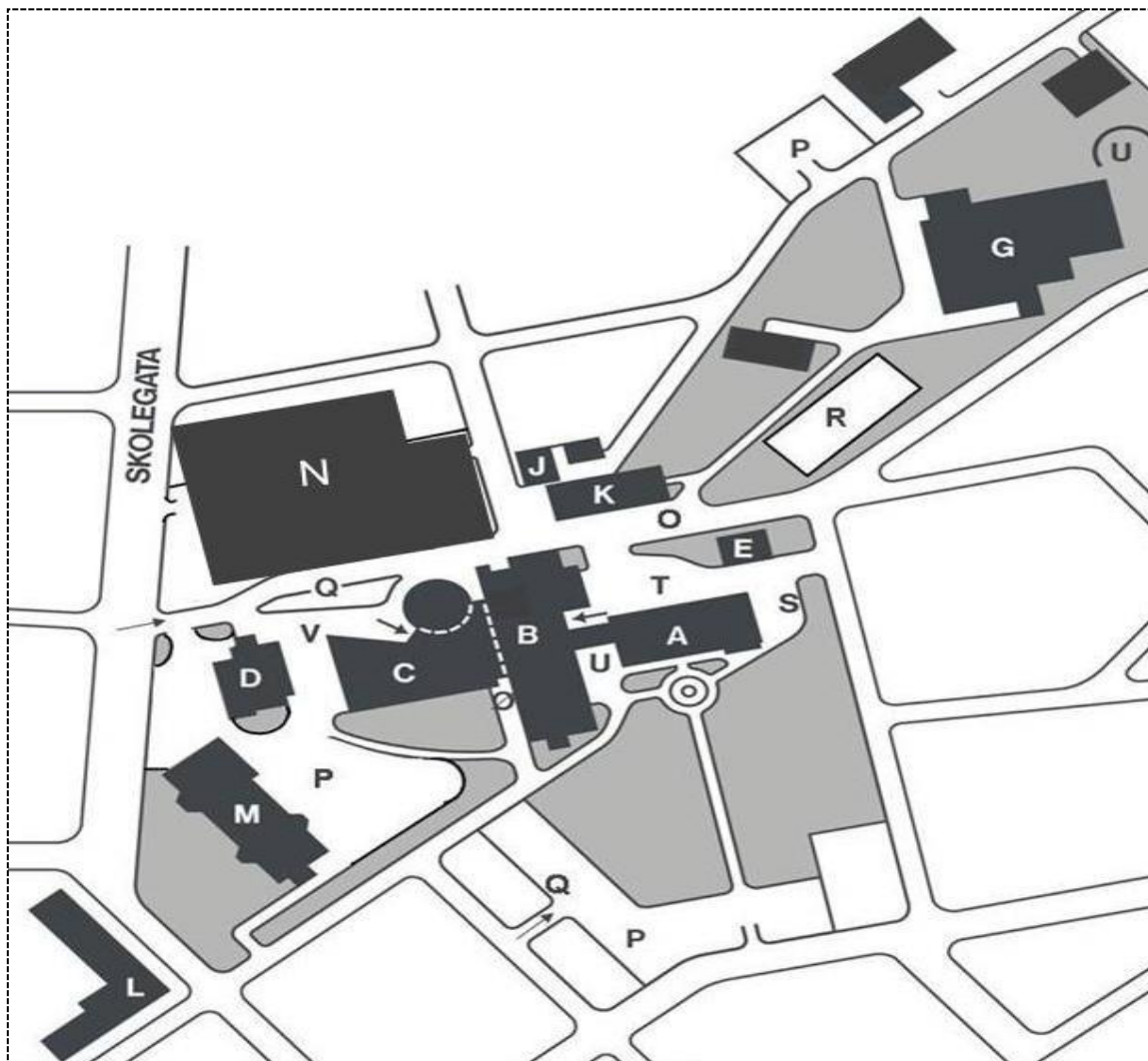
→ = The main entrances

The conference rooms are located in the following buildings:
- Auditorium 2 and room C064 in Building C, ground floor
- Auditorium 4 in building A, ground floor
- Room B242 and B-006 in Building B, second floor and ground floor

IT and Wi-Fi connection

Visitors at Inland Norway University of Applied Sciences may connect to Eduroam for wireless networking.

For guests without Eduroam, the wireless connection "hinn-gjest" is available. This connection is not encrypted and is an alternative to those who do not have a student or employee username and password for Eduroam.

Technical support
Technical support is available in all conference rooms used for presentations. A telephone and the support phone number will be clearly visible for you to call for support. You can also request support at the reception desk.

Information for presenters in parallel sessions

The conference rooms are equipped with computers and projectors. After you arrive at Multilingual Childhoods 2019, but at some time prior to your presentation, we strongly recommend that you upload and test your visual presentation in the relevant conference room, for instance during a break. A chairperson will be on hand for your presentation, and will be able to call for technical support using a designated phone available in the conference room.

Each paper presentation is scheduled for 20 minutes followed by 5 minutes for discussion and another 5 minutes for possible movement to a different parallel session. Please make sure that you adhere to the schedule, in order for the conference to run on time. The chairperson will give you a five-minute and one-minute signal before your presentation is due to finish. If you require any additional facilities for your presentation, please give a message about this to the chair or the reception desk.

Call for papers for the EECERJ, Multilingual Childhoods Special Issue

European Early Childhood Education Research Journal (EECERJ)
The EECERJ is a peer reviewed, scholarly journal associated with EECERA, with particular interest in research which has application. It is a prestigious early childhood journal and one of four in the field of early years indexed by the Institute for Scientific Information. EECERJ is issued six times annually and is published by Taylor & Francis with one special issue per year. Information about the journal can be found here: https://www.eecera.org/journal/

To date there has been no special issue on the topic of multilingualism in ECE in any of the journals in this field.

The Special Issue on Multilingual Childhoods

It is the intention of the special issue editors, Gunhild Alstad and Sandie Mourão, to select outstanding papers presented at the Multilingual Childhoods 2019 Conference, which report on a wide range of topics including policy, child, parent and teacher voices, approaches to home and school practices and teacher education. These will cover an array of perspectives towards ECE and multilingualism, include a range of types of multilingualism and be from a variety of countries as well as include established and new researchers. Expected year of publication is 2021.

As an accepted speaker at the Multilingual Childhoods 2019 Conference in Hamar, Norway, we invite you to send an extended abstract of your presentation for inclusion in this EECERJ Special Issue. Please send this to gunhild.alstad@inn.no and sandiemourao@fcsh.unl.pt by 15 June 2019. Guidelines for extended abstracts are on the following page.

Confirmation of acceptance for inclusion in the EECERJ special issue will be given by 30 July 2019. Deadline for first full draft of your article is 31 October 2019.

TITLE
TIMES NEW ROMAN, 14 FONT SIZE, BOLD, ALL CAPS (CENTERED)

Author's Name and Surname 1
Author's Name and Surname 2 (font size 11)
Affiliations (Font size 10)
E-mail

The extended abstract should correspond substantially to the paper presented at the Multilingual Childhoods 2019 Conference in Hamar, and contain the following sections: introduction, methodology, findings, conclusion, and references. Sections can be named differently and sub-sections may be included. The extended abstract should be written in a word document, using Times New Roman, 1.5 line spacing and font size 11. Expected length is between 1000 and 1500 words (max 3 pages). Page size should be A4. with margins at 2.5 cm (right, left, top and bottom). Pages should be un-numbered and the text justified.

The extended abstract can contain figures, tables and/or images. These are not included in the word count, neither are the references. All the tables, images and figures should be centered and numbered. Headers should be placed at the left top.

Introduction (Subheading - Times New Roman, size 14, bold, Sentence case)
The introduction section should contain a justification for the study and research problem supported by key references. End the introduction section giving objective/s of the study. The objective should directly address the identified research problem. The introduction section should not contain more than 300 words.

Methodology
This section should give a complete, short description about the methods / procedures / materials used in the paper. Where applicable, further explain the conceptual framework, experimental design, sampling procedures, number of replicates and statistical methods.

Findings
The arguments, results and findings should be discussed in detail under this heading. Supporting figures, tables and images of the results may be included here. Use a maximum of two Tables, Figures or images.

Conclusion
Conclusions should include the principles and generalizations inferred from the results, any exceptions, problems or limitations of the study, theoretical and/or practical implications of the study and finally relevant recommendations.

References
References (max 10) should be listed in alphabetical order using the Harvard Reference Style: http://www.citethisforme.com/harvard-referencing
Avoid using footnotes or endnotes.

Keywords: This section should contain maximum of 4 keywords separated by commas and alphabetically arranged.

Acknowledgements

Multilingual childhoods 2019 gratefully acknowledges support from the following institutions:

Conference program – at a glance

Tuesday May 14th 2019 – pre-conference day

12.00	Pre-conference event: visits to early childhood institutions in Hamar. Pre-registration required
09-16	Pre-conference event: Doctoral symposium for PhD students
19.00	Informal opening reception at the University library, Campus Hamar (C-building, first floor)

Wednesday May 15th 2019

08.30	Registration opens, Foyer
09.15	Conference opening, Auditorium 2
09.30	Keynote, Auditorium 2
10.30	Tea/coffee/fruit break, exhibition stands, Foyer
11.00	Paper session 1
12.30	Lunch, Campus cafeteria
14.00	Paper session 2
15.30	Coffee/tea/cake, exhibition stands, Foyer
16:00	Keynote, Auditorium 2
17.15	Multilingual Childhoods SIG Open Meeting (all welcome), Auditorium 2
19:30	Conference Dinner

Thursday May 16th 2019

08.30	Paper session 3
10.00	Tea/Coffee/Fruit, exhibition stands, Foyer
10.30	Paper session 4
12.15	Keynote, Auditorium 2
13.15	Closing of the conference and lunch

Keynote Speakers

Professor Dr. Annick De Houwer, University of Erfurt, Germany:

Including all children from the start: Multilingualism-friendly early childhood education

More and more children in early childhood education (ECE) all over Europe have a linguistically diverse background. They may hear two language varieties at home, only one of which is used in preschools and kindergartens, or they may just hear languages at home that are not used in ECE. These facts need to be fully recognized and acknowledged in preschool classes. If they are not, children will feel left out. Feeling left out does not contribute to socio-emotional well-being. Yet, such well-being is of fundamental importance to learning. Additionally, if children feel no recognition or respect for their home language(s), they may not develop any motivation to learn the school language. Starting from a social justice perspective that takes the UN Convention for Child Rights as its ethical basis, my presentation will further explain these facts, and will propose relatively easy and inexpensive ways to include ALL the children in the classroom from the very start, regardless of their language background.

Professor Lars Anders Kulbrandstad, Inland Norway University of Applied Sciences, Norway

Language minorities and education in Norway – then and now

Because of the ideology that dominated the Norwegian nation building way into the 20th century, people tend to think that this country was monolingual and monocultural until the advent of immigrants and refugees in the second half of the 20th century. The fact of the matter is that groups of people with different languages and cultures have lived in close contact on the territory of present day's Norway since time immemorial; and throughout the history of organized schooling, there have been children from language minorities in classrooms in most parts of the country. However, their home culture and language have mostly been ignored or neglected by the school and they have been taught as if have had the same background as the majority. This is often still the case in spite of official rhetoric praising diversity and supporting minority rights. In my talk, I will give examples of school experiences of children from different minority groups in the past and present and discuss inconsistencies and contradictions in Norwegian educational policy as well as in public opinion and attitude.

Professor Mila Schwartz, Oranim Academic College of Education, Israel

Exploring child language-based agency in early education

The role of language education in early childhood in promoting a child's life-long love of language and language proficiency seems to be unquestionable: "Opening children's minds to multilingualism and different cultures is a valuable exercise in itself that enhances individual and social development and increases their capacity to empathize with others" (European Commission, 2011, p. 7). Many parents send their children to bilingual education institutions as a way to expose them to a novel language and encourage its acquisition at a very young age. However, the children themselves may or may not accept this, due to what is referred to as child language-based agency – this is a novel research domain, and the subject of recent studies in

early language education, showing that the agentic behavior of children as young as three years old can express personal thoughts and beliefs about languages (Almér, 2017; Bergroth & Palviainen, 2017; Schwartz, 2018; Schwartz & Gorbatt, 2016). In this talk, I will address some salient features of this phenomenon by drawing attention to children's ideas about languages shown in their agentic behavior, language learning strategies and individual characteristics.

References:
Almér, E. (2017). Children's beliefs about bilingualism and language use as expressed in child-adult conversations. *Multilingua, 36* (4), 401-425.
Bergroth, M. & Palviainen, Å. (2017). Bilingual children as policy agents: Language policy and education policy in minority language medium Early Childhood Education and Care. *Multilingua, 36* (4), 359-375.
European Commission. (2011). Commission staff working paper. European strategic framework for education and training (ET 2020). *Language learning at pre-primary school level: Making it efficient and sustainable. A policy handbook.*
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). Series Multilingual Education. Dordrecht, Netherlands: Springer.
Schwartz, M., & Gorbatt, N. (2016). "Why do we know Hebrew and they do not know Arabic?" Children's meta-linguistic talk in bilingual preschool. *International Journal of Bilingual Education and Bilingualism*, *19*, 668-688.

Social Program

Tuesday 14 May at 19.00: Welcome reception at the Foyer, Campus Hamar
All delegates are invited to an informal reception at the Foyer (Campus Hamar, C-building, ground floor). The event is included in the registration fee. Light snacks and drinks will be served.

Wednesday 15 May 19.30: Conference dinner
Conference Dinner at Clarion Collection Hotel Astoria, Torggata 23, Hamar. A two-course dinner will be served and is included in the conference dinner fee. Drinks are sold separately.

Friday May 17: Norway's Constitution day
May 17 is Norway's Constitution Day. This is a day of joy and celebration of democracy and freedom. Throughout the country, public celebrations are taking place with parades with children and band music in the streets, many Norwegian flags and people who carry national costumes. All public transport works as usual, although it is a day off for most people, and universities, schools and kindergartens are closed.

The university will organize a 17th May breakfast at the Campus and afterwards a parade at Hamar centre. If you are still in Hamar on 17th May, it would be a nice experience to join the breakfast at Campus and join the parade. The breakfast starts at 9 o'clock (free) and the parade starts at 11 o'clock in the city center. We will walk together from Campus and to the parade. If you are interested in participating in this event, please let Gunhild Alstad (the conference chair) know before May 15.

Abstracts in alphabetical order by speaker

The effect of professional development on multilingual education in early childhood in Luxembourg.
Claudine Kirsch, Gabrijela Aleksic, Katja Andersen and Simone Mortini

In today's world where the heterogeneity of school populations is on the rise, there is an urgent need for multilingual programmes. There is a gap between the identified need for multilingual education and effective practices in Early Childhood Education and Care (ECEC) that needs to be bridged. Multilingual programmes have been implemented in ECEC in several countries, however, teachers seem to be unsure of how to deal with language diversity and promote children's home languages. Therefore, there is a need for professional development (PD). Some studies show that training can influence the practitioners' attitudes, knowledge and skills and the quality of their teaching (e.g., Egert et al., 2018).

The current presentation focuses on the outcomes of our PD on multilingual education in ECEC delivered to 46 practitioners in Luxembourg. We examined the influence of the PD course on their attitudes to multilingual education and activities to develop Luxembourgish and children's home languages by using a questionnaire administered prior and after the course as well as interviews. Content analysis, paired samples t-test and correlational analyses showed that the course positively influenced the practitioners' knowledge about multilingualism and language learning, their attitudes towards home languages, their interest and implementation of activities in children's home languages. The findings have implications for the development of further PD and its evaluation.

References
Abreu, L. (2015). Changes in beliefs about language learning and teaching by foreign language teachers in an applied linguistics course. *Dimension,* 136–163.
Egert, F., Fukking, 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,* 88(3), 401–433. doi: 10.3102/0034654317751918

Challenges and issues in preparing teachers for multilingual early childhood education
Gunhild Tomter Alstad

Preparing teachers for early language education is crucial for the quality of ECEC education. In the recent decades, the role of teachers and consequently, the education of teachers, has been a major, increasing concern both politically and in research. Worldwide, there are huge variations in how to prepare teachers for the complexity of language education for children in early childhood education contexts, in relation to language, literacy and multilingualism.

The paper presents previous research on ECEC teacher education research, in particular studies related to development of the knowledge base for preservice and in-service teachers, and discusses some common challenges for ECEC teacher education.

The traditional theoretical underpinnings for language knowledge base in ECEC teacher education concerns the subject knowledge that language teachers need for their teaching practices. This tradition is recently challenged by more critical and sociocultural perspectives, suggesting that language teacher education should be based more on language as a social practice and involve more critical approaches on how language, power and identity are relevant for language teaching. The empirical studies related to teachers' language knowledge base have mainly revolved around in-service teachers' practical knowledge and beliefs about language development, literacy and second language/multilingual teaching, documenting the importance of teachers' experiences. The amount of studies that are oriented towards professional development is increasing. There is consensus that in-service teacher education has an impact on classroom practices and consequently on children's language development, and that the effort must be extensive to make a difference. The requirements for the teachers' knowledge base appear vague and unarticulated. The younger

the language learners, the lesser the requirements of this knowledge base. Grounded in discussions in the teacher education field, this presentation foregrounds more research at the educational level and scope, as well as the scientific and theoretical knowledge base of language in ECEC teacher education.

How can pre-primary children learn English as a FL if teachers do not know how to teach it?
Eunate Arebiotorre and Ainara Imaz Agirre

The present study examines the difficulties that in-service English foreign language (EFL) teachers encounter in pre-primary education in the Basque Autonomous Community (Spain). The early introduction of EFL programmes in primary and pre-primary education, to a certain extent, has spread rapidly throughout Europe (De Bot, 2014) and Spain is not an exception. Language policies have not been unified throughout the country and schools are seeking a successful programme (Fleta, 2016). The introduction of innovative EFL programmes and the development of peer interaction (Mourão, 2018) has revealed a change in the role of the EFL teacher as well as the need for continuous teacher training (Enever, 2011).

A total of 20 school EFL experts and novice teachers in pre-primary education were interviewed. The type of school (state or charter) and whether the school was implementing an innovative EFL programme in pre-primary were the two criteria used to select schools. Data were collected from semi-structured interviews with the EFL teachers focusing on teacher training, the English competence required to teach pre-primary children and teachers´ concerns regarding the implementation of innovative FL programmes in pre-primary. The analysis of the data showed that teachers in public and charter schools shared their views and concerns regarding the criteria examined in the interviews. Pre-primary EFL teachers' concerns were enhanced in schools implementing innovative programmes suggesting the need for reinforcing teacher training in new pedagogical trends. Findings also revealed a need for reflection on the understanding of how current language policies understand language competence for EFL teachers. In addition, a deeper reflection on the

EFL teacher´s role in pre-primary education is needed, especially, in innovative EFL programmes.

Challenges of early (4-6 years) literacy development in Addis Ababa, Ethiopia
Abraha Asfaw

We have long known that early years reading ability development in Ethiopia is discouragingly low and that it is the critical factor for the enhancement of quality of education (MoE, 2000, 2004, 2008, 2013; RTI, 2010; Save the Children, 2015). Research findings have shown that after two and three years of schooling, a considerable proportion of children were not able to read a single word correctly in their own mother tongue languages. Introduced interventions have not brought about the required changes till this time – a reality of all contexts, languages and gender. Why? This paper intends to: (a) investigate the challenges of pre-school instruction in Addis Ababa, and (b) discuss implications for the development of relevant intervention strategies to enhance early literacy development of children in particular and quality of education in general.

Raising language awareness within minority medium ECEC through in-service training
Mari Bergroth and Katri Hansell

ECEC centres are professional learning communities where it is important that the staff understand and assess the values and beliefs underlying their actions in order to develop the operational culture. Finland has taken a multilingual turn in education and ECEC is expected to better promote multilingual childhoods for all children, starting at an early age (0–5 years) (EDUFI, 2016). This presentation aims to investigate language aware operational culture in Swedish-medium ECEC centres.

The data stems from a national, in-service training project which expects to increase understanding of multilingual language awareness (MINEDU, 2017). Approximately 90 participants with varying educational backgrounds from multiple ECEC centres and areas conducted a SWOT-analysis (Parment & al., 2016) on six different aspects – identified in societal discourses – of the concept 'language awareness' at their respective ECEC centres.

The findings were shared in group discussions during the second in-service training meeting. Forty participants agreed to audio record these discussions – 9 recordings of approximately 60 minutes each – for a more detailed analysis by the researcher-teacher educators giving the training.

Despite the participants sharing a similar minority language position, they encountered different challenges and opportunities for promoting language awareness operational culture. The results accentuate the need to carefully define what is meant by the abstract notion of the concept 'language awareness' in a given context in order for staff to understand the significance of the values, knowledge and beliefs underlying their actions for multilingual childhoods.

Multilingual parents' experiences in their interactions with nurseries and schools
Anne Marit V. Danbolt

In Norwegian nurseries and schools, the parents have a crucial role as partners, and teachers expect home-based involvement in developing children's literacy. However, home-school cooperation can often be characterized by asymmetry, where teachers emphasize the need for information, while the voices of the parents are less pronounced. This applies in particular to the interaction with multilingual parents (Egeland, Duek & Olin-Scheller, 2018; Brooker, 2002).

This paper reflects on a case study of a group of newly arrived refugee families with children in pre-school and school age. Non-participatory observation in conversation groups with parents as well as semi-structured individual interviews provide the data. The focus is the parents' experiences and perceptions of meetings with teachers in nurseries and schools. It appears that in these situations, several instances of misunderstandings occur, and in a broader perspective, the social and cultural capital of the parents is at stake.

The study is based on a socio-cultural and interactional view of literacy (McLachlan et al., 2013) also focusing on power relations surrounding literacy practices. In a migration situation, power relations and literacy practices are in fluctuation, and the labile situation can affect the parents' confidence in their capacity to cooperate with educational institutions.

References
Brooker, L. (2002). *Starting School. Young Children Learning Cultures.* Buckingham: Open University Press
Ljung Egeland, B., Duek, S. & Olin-Scheller, S. (2018). Hjälpa eller stjälpa? Uppfattningar om läxor och elever med migrationsbakgrund. I Danbolt, A.M.V., Alstad, G.T. & Randen, G.T. (Red.). *Litterasitet og flerspråklighet. Muligheter og utfordringer i barnehage, skole og lærerutdaning.* Bergen: Fagbokforlaget.
McLachlan, C., T. Nicholson, R. Fielding-Barnsley, L. Mercer, S. Ohi (2013). *Literacy in Early Childhood and Primary Education. Issues, challenges and solutions.* Cambridge University Press

The linguistic advisor: A new professional service for multilingual families
Eva J. Daussa and Ute Limacher-Riebold

There is an increase in popularity among middle class families to proudly raise their children to become proficient multilinguals in an environment where the family language does not necessarily play any community role otherwise. Far from leaving successful multilingual upbringing to chance, parents actively seek support and guidance from literature, internet forums, and, increasingly, a new professional figure, the personal linguistic advisor. These are private individuals helping families to achieve their linguistic goals, by identifying their motives and desires, and tailoring them to their everyday reality. They bridge the gap between scientific research and the families' interests and challenges, as they deliver information and advice to the concrete situations they encounter. They also tend to serve as mediators between parents and educators.

We present an overview of the dynamics of these consultations as well as the most common inquiries and challenges submitted by parents, together with the corresponding professional responses. Data comes from work reports and client files from a professional linguistic bureau in Hague (Netherlands), in operation since 2014 and with a client base of 40 families of varied linguistic backgrounds and at different stages of child-rearing. Our analysis indicates that

linguistic advice varies across the parameters of linguistic makeshift of the family, time engagement by the parents, short-and long-term linguistic goals, non-renounceable desires, and possible compromises. Regarding transmission strategies, advice considers parents' proficiency, dialectal variation, children's desires, school choice, timing in the development of language skills, available resources, and social status of the languages. Remarkably, parents show strong convictions about their languages, but oftentimes hold outdated ideas and unrealistic expectations. An interesting picture emerges of a societal need which has already produced a new kind of professional intervention. We argue that academic institutions should offer training programs to better prepare individuals for this new professional venue.

How does the "magic belt" help increase willingness to use a second language in a bilingual preschool?
Deborah Dubiner, Inas Deeb and Mila Schwartz

The objective of two-way language programs is to promote intergroup communicative competence and cultural awareness. It appears that language-majority children do not experience any authentic need for communicating in the L2. In this case, the bilingual classroom as an ecosystem might provide a language-conducive context to enhance children's willingness to communicate in a novel language. Children's motivation to learn a novel language is directly connected to the extent to which teachers are motivated to create a low-anxiety language-conducive atmosphere leading to the children's self-confidence.

The purpose of the study was to explore teachers' strategies implemented to create a language-conducive classroom context (Schwartz, 2018). It was assumed that specific strategies might bring about enhanced openness to Arabic as L2 and willingness to use it in a Hebrew-Arabic bilingual preschool in Israel. Two theoretical concepts have inspired our work: an input-interaction-output as a description of L2 development. and a concept of language-conducive contexts and strategies. To address this purpose, we used triangulation of data sources.

The findings indicated the following language-conducive strategies: teacher and peer modeling, explicit request to use Arabic, ritual repetition, teacher mediated socio-dramatic play, associative mediator and a language area. These strategies brought with it a change of classroom culture that led to increased willingness to use Arabic. One clear message is that no strategy stands alone; rather, the interplay and conjoint implementation of strategies has higher chance of making an impact. In addition, an implementation of the strategies necessitates constant monitoring and self-evaluation by teachers. The complex orchestration of strategies, along with an awareness of how the strategies are accepted and perceived by children constitutes an extra burden on the teacher.

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Language policy and bilingual early childhood education in Denmark
Eduardo Faingold

This paper produces an exhaustive analysis of laws and regulations enacted by the Danish Ministry of Social Affairs and the Danish Parliament (Faingold, forthcoming; Horst & Gitz-Johansen, 2010) and pedagogical practices of early childhood education in Danish nurseries (vuggestuer) and kindergartens (børnehaver) (Gulløv, 2012). With the exception of the German minority in South Jutland, Denmark has no large indigenous minorities living in its territory but, since the 1960s, has seen a steady influx of immigrants and refugees, mainly from non-Western countries. The paper examines Denmark's language legislation, especially laws with provisions that protect the language rights of the Danish-speaking majority and hinder the language rights of immigrants to bilingual education and to maintain immigrant languages. Denmark's pre-school programs and practices have been very successful in teaching immigrant children Danish (e.g. early language testing and intervention). However, they disregard the cultural, linguistic, and religious experiences of immigrant children (Bundgaard & Gulløv, 2006) and, most importantly, greatly restrict mother tongue education for immigrant children from non-Western countries but offer it to children who speak German, Faroese, and Greenlandic, and to children from EU member states and the EEA, protected by European treaties and conventions.

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Language learning and conceptual development through picturebooks
Teresa Fleta Guillén

The purpose of this research-to-practice presentation is to delve deeper into the rich potential of picturebooks for eliciting children's spontaneous speech production during face-to-face conversational interaction. Specifically, it analyses how children apply their existing communicative skills during exposure to the non-textual elements of picturebooks. This in turn enables to get wider understanding of how children learn and use English L2 at an early bilingual immersion school.

The study examines the oral narrative production of Spanish-speaking English learners in an early bilingual immersion school. The analytical framework of the study is influenced by studies in the field of child language acquisition. The data are drawn from a 2,5 years longitudinal study of four children (aged 4-5 years at the first recording) from four different classrooms. The conversational interactions created by looking and talking about picturebook illustrations were audio-recorded and the utterances obtained through spontaneous elicitation were transcribed and analysed for emerging syntactic production and for communication strategies.

Data analysis provides information on spontaneous oral created language which reflects children's underlying linguistic competence influenced partly by the learning setting, by the type of input and by the amount of exposure time. Research findings reveal how children use illustrations as a language scaffold and how the English oral language skills develop over time for syntactic development. These findings suggest that picturebooks and even more, picturebook illustrations are ideal tools to elicit oral language from children as well as to support natural acquisition of language and content knowledge.

Based on the research findings of this study and on observation of how picturebooks lend themselves to build children's existing communicative skills, the paper provides several hints to maximize communicative interaction in the young learner's classroom.

Teaching phraseological units to young bi- or multilingual learners: exploring parents' views
Guzel Galeeva and Albina Kayumova

It is a well-known fact that phraseological units (PUs) - stable word-groups with wholly or partially transferred meaning (Kunin, 1986) - are inherent in both spoken and written discourse of monolingual adult speakers; however, little do we know about the acquisition and production of PUs by children (Cacciari & Levorato, 1989; Caillies & Le Sourn-Bissaoui, 2008, 2013; Kempler et al, 1999; Levorato & Cacciari, 1992, 2002; Nippold & Rudzinski, 1993; Nippold & Taylor, 1995; Vulchanova et al, 2011). Even scarcer is the research on acquiring, storing or using of PUs by bilingual children (Wang & Plotka, 2018).

The conference presentation will focus on parents' attitude towards teaching PUs to (very) young bilingual and multilingual children. Data sources include the results of the online questionnaire containing 21 closed- and 4 open-ended questions. The participants of the research are 160 parents of different nationalities from all over the world who currently reside in the USA and raise bilingual or multilingual children aged between 1 to 12.

The results demonstrate that the majority of the respondents (84 %) support the idea of introducing basic PUs to children from an early age because PUs represent the collected knowledge, wisdom and culture of a nation; though, some of the parents (14%) find teaching phraseology difficult. Nevertheless, the participants of the questionnaire expressed their interest in learning exercises to improve knowledge of phraseology and agreed to participate in further experiments.

Findings will assist educators and designers of courses for (very) young bi- and multilingual children to better understand parents' views on phraseology as a tool for children's language development and cultural awareness.

Don't forget us! Challenges supporting linguistic diversity among children with EAL in Irish Primary Schools
Fíodhna Gardiner-Hyland

With over 200 languages spoken in Ireland (NCCA, 2015) and growing childhood multilingualism, there is an urgent need to accommodate the diverse language and literacy needs of children with English as an additional language (EAL) in early years settings and primary school classrooms. Yet a number of studies have pointed to challenges in providing appropriate support for our changing school population (e.g. Nowlan, 2008; Smyth et al., 2009; Lyons, 2010; Murtagh and Francis, 2011). Based on curricular and policy reform at primary level (DES, 2015; DES, 2017c) and the 'ad hoc, add on' approach towards supporting EALs (Gardiner-Hyland and Burke, 2018) as demonstrated in the new model for special education (DES, 2017c), this paper draws on qualitative research data conducted by Gardiner-Hyland and Burke (2018) in a series of interviews with teachers, (N=16) practising in diverse primary schools. It will outline authentic experiences and issues currently facing Irish primary mainstream class teachers in catering for learners with English as an additional language (EALs), particularly at the beginning stage of their language learning. Using a thematic analysis process outlined by Braun and Clarke (2006), it will highlight four main issues identified from this research: teachers' perceived levels of confidence and knowledge in supporting EAL learners; the issue of collaboration and professional development; the need for inclusive practices and resources and accommodating and embracing diversity challenges. The presentation will conclude by highlighting supports needed for both early childhood educators and primary school teachers in order to develop linguistically responsive teaching approaches for meaningful, contextualized language and literacy development for EAL learners in Irish mainstream classes.

It is envisaged that participants will gain an insight into the complexities, limitations and possibilities for supporting teachers of EAL learners in Irish schools, at a time of significant curricular and policy reform.

Pedagogical atmospheres in Norwegian multilingual ECEC

Katrine Giæver

The aim of this presentation is to investigate how pedagogical atmospheres affect multilingual children's language environment in Norwegian ECEC. I see pedagogical atmosphere as released through interactions, and the quality of these seem to be crucial for children's ability to interact in the daily life of ECEC. Norwegian politicians give ECEC great importance in relation to children's language development. Yet, policy plans seem to consider multilingual children from a monolingual approach (Ministry of Education 2018).

My presentation is part of a PhD project drawing on an ethnographic study in three multilingual preschools. Heath (2009: 100) claims that an ethnographic study allows the researcher to 'delve below the "official" version of events to explore the actual lived experience of young people'. I analysed my data using interpretations of Bakhtin's terms "monologic", "dialogic" and "polyphonic" (Bakhtin 1984, 1986) as well as Arendt's term "authoritative" (Arendt 1961).

My research indicates that practitioners need to balance between their own pedagogical intentions and openness to children's uniqueness in order to develop an inclusive learning environment for children's multilingual development. By pointing out the atmospheres' distinctions, weaknesses and benefits, it should be possible to identify the potential for interactions that these might open or close.

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Which languages are used in Norwegian ECEC, and when?

Nina Gram Garmann, Anna Sara Romøren, Elena Tkachenko and Kari Bratland

An increasing number of multilingual children attend early childhood education programmes (ECEC) in Norway. These children need to acquire Norwegian and develop their family languages. There is substantial pressure on ECEC to promote the acquisition of Norwegian in multilingual children, which may push these children towards a monolingual status (De Houwer, 2009), and Chumak-Horbatsch (2012) argues that ECEC should include the children's family languages to secure the multilingual development of multilingual children.

We have collected questionnaire data from Norwegian ECEC to analyse current multilingual practices. Our research questions are:

1. Which languages do teachers and children in ECEC know, and which languages do they actively use in ECEC?
2. Which ECEC situations are more likely to involve the use of multiple languages, and which settings tend to be more monolingual?

Preliminary results show that on group level, there is a lot of linguistic overlap between teachers and children, but within each ECEC group, there are fewer common languages. Free play, wardrobe situations with parents, meal time and music activities are more likely to involve the use of multiple languages, whereas reading, the use of digital tools, language groups, getting acquainted with the ECEC group and comforting situations are predominantly monolingual. The results show that there is a substantial potential in Norwegian ECEC to use multiple languages, and that this potential can be exploited further.

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How Can the Use of Multiple Languages in ECEC Promote both Family Languages and the Majority Language?

Nina Gram Garmann, Anna Sara Romøren, Elena Tkachenko and Kari Bratland

The Norwegian framework plan for kindergartens states that Early Education and Care (ECEC) staff shall "encourage multilingual children to use their mother tongue while also actively promoting and developing the children's Norwegian [...] skills" (Kunnskapsdepartementet 2017). Scandinavian studies have shown that the use of children's family languages in ECEC has several functions, e.g.: developing the children's family languages (Skans 2011), promote interest in language in general (Alstad 2014), making children feel competent, comforting unhappy children and bridging the gap between majority and minority language children (Olausson 2012), and facilitating acquaintance to and participation in the ECEC community (Kanstad 2018).

We will analyse about 40 practice stories from Norwegian ECEC and discuss how the use of multiple languages can strengthen the development of children's family languages and actively promote the acquisition of Norwegian language skills. Preliminary results have shown that the use of children's family languages in ECEC have encouraged children to speak their family languages at home, helped children to understand new situations, and prevented that children have been taken out of ECEC. The use of multiple languages in ECEC may therefore contribute to reaching the goal referred to in the framework plan.

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An early start to second national language in ECEC
Katri Hansell and Siv Björklund

The aim of this presentation is to outline a model for introducing a second national language in ECEC, describe teachers' language use in the program, and discuss effects of introducing second national language in ECEC. The Finnish educational system builds on parallel monolingual systems for Finnish and Swedish speakers, where both language groups study the other national language as an obligatory subject from primary education. Lately, there has been increasing demand of an early start to language education (MINEDU 2017). In a Swedish medium context, an earlier start for Finnish often implies starting in preschool or ECEC.

The local context for this study is a Swedish majority municipality where a program called Kielistigen has been introduced in one ECEC center and group, aiming to continue to 9th grade (age 16). The first 5-year group started in August 2018. The program can be characterised as small-scale bilingual ECEC, i.e. less than 25 % of activities are conducted in a language other than language of instruction (EDUFI 2016).

The primary data consist of audio recordings of the teachers during one academic year (approximately 35 hours) covering routine situations, planned activities, and play time. Recordings are transcribed and analysed for this study. The secondary data comprise the language didactic plan, interviews, observations, and questionnaires with several target groups. Preliminary results show that the Finnish language is included especially in routine situations and planned activities, and that introducing the second national language increases the children's awareness of languages in a broader multilingual perspective.

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Learning to ask questions in Norwegian L1 and L2
Ann-Kristin Helland Gujord, Randi Neteland and Magnhild Selås

Learning to ask questions has been subject of much research in L1 acquisition (e.g. Lightbown & Spada 2013; Westergaard 2009), but less in child L2 acquisition. We present a longitudinal study of 8 multilingual and 8 monolingual children's acquisition of questions in Norwegian. The study is based on oral production data collected during play in groups of 23 children. Over a period of 2.5 years, three data collection points were used with the multilingual children and over 1.5 years, two data points were used with the monolingual children. The children were between 3 and 4 years old at the first data point. The different types of questions produced observed:

1. Questions with one word and question intonation [QI]: Boss? [Litter?]
2. Questions without verb and QI: Etter de? [After they?]
3. Questions without subject: Skal leke brannbil? [Shall play fire engine?]
4. Questions with an initial verb without inflection: Sitte på her? [Sit on here?]
5. Questions with an initial subject and QI: Den passar? [It fits?]
6. Questions with an initial adverb and inversion: Her sto butikken, sant? [Here was the shop, right?]
7. Questions with subject verb-inversion: Er han en tyv? [Is he a thief?]
8. Wh-questions: Vor er sjokoladen min? [Where's my chocolate?]
9. Questions containing a subordinate clause: Kanskje det er hans bil? [Perhaps it's his car?]

We also use empirical data of adult L1-speakers of Norwegian to discuss which of the question categories are more adult/target language-like. The analysis shows that children in both groups develop a more adult-like and target language-like question use. Furthermore, differences between the groups are also attested.

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The "natural" choice – language choice in Italian-Norwegian families
Solveig Berg Johnsen

The topic of this paper is language choice in Italian-Norwegian families living in Norway. The study is based on theories of family language policy (cf. King & Fogel 2013; King, Fogel & Logan-Terry 2008). I have collected data through questionnaires with 305 respondents and ethnographic interviews with eight families. The results showed that Italian was commonly used in the families, and that a majority of Italian parents used standard Italian when communicating with their children. The so-called Italian «dialects», on the other hand, were generally not transmitted to the children. Quantitative analyses showed that factors such as time lived in Norway, the parents' self-reported linguistic competence and linguistic practice outside of the family domain could not to a significant extent explain the language choices that were made within the families. The parents felt it was «natural» to speak their «mother tongue» with their children, and they considered standard Italian to be their «mother tongue» regardless of any «dialect» they grew up speaking at home. I argue that this view of the «mother tongue» must be seen in the context of standard language ideology and the high status of the Italian language both in Italy and in Norway. The parents constructed a view of Italian as a beautiful and rich language, which was contrasted with a view of Norwegian as not particularly melodic and with a poorer vocabulary. The language choices that were made in the Italian-Norwegian families could thus be said to be partially motivated by prevailing language attitudes and ideologies. This study could offer new insight into what influences language choice in multilingual families.

Hidden powers: Biliteracy and literacy practices in home and kindergarten surrounding Peter, 5
Gudrun Kløve Juuhl

The aims of the study are to explore literacy and language practices among 4-5-year old children in home and kindergarten. The study is placed in the New Literacy Studies tradition (see e.g. (Barton, 2007 [1994]). Important analytical categories are literacy events (Heath, 1982) and literacy practices (Street, 1984). I will try to see the various ways bilingualism is part of literacy events and practices (Hornberger, 2003). The method is partly participant observation of five children in their home and the kindergarten. Peter is one of the five children, and I visited him five times at home and twice in kindergarten.

Main findings: Peter is bilingual at home, while in the kindergarten his parents' language is in practice invisible. At home most of the conversation is in Russian, which is his parents' mother tongue. His mother is also teaching him to write Russian, in a rich, multidimensional, play-oriented way. The family are also active users of the local Norwegian-oriented literacy offers, like the library and Bokbåten (the Book Boat), and participating in Sommarles, a reading campaign run by the libraries. It was hard to find rich, multidimensional, play-oriented literacy events in Peter's kindergarten – this may, however, be due to the facts that I only visited the kindergarten twice.

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Preschool teachers' language-supporting strategies in multilingual education in Luxembourg
Claudine Kirsch

Multilingual education has been implemented in early childhood education in several European countries. In Luxembourg, teachers need to develop skills in Luxembourgish, familiarise children with French and value their home languages from the age of 3. In 2003, the European Commission emphasized the need for effective language learning in preschools. While some researchers show that practitioners are unsure of how to deal with diversity and develop languages (Stitzinger & Lüdtke 2014), others indicate effective teaching strategies in bilingual contexts and those where children learn English as a foreign language (Schwartz 2018). Scholars agree that teachers can scaffold learning through the use of linguistic, paralinguistic, and metalinguistic cues, and visual support.

This presentation is based on the project MuLiPEC and discusses the language-supportive strategies of three practitioners in two preschool classes in Luxembourg. The project aims at developing multilingual pedagogies through professional development (PD) and analysing the influences of the PD on attitudes, knowledge and practices. The presentation draws on data from 16 classroom observations, 16 interviews and 6 observations of PD sessions. The findings show that the practitioners used a range of strategies to provide comprehensible input in several languages (e.g. repetitive and contextualised speech, voice modulation), visualise utterances (e.g. mime, gestures, pictures), engage children (e.g. questions, peer interaction) and develop language (e.g. corrective feedback, elaboration). Furthermore, while monitoring their speech, they used translanguaging throughout the year because it facilitated communication and learning, and contributed to good relationships. The findings contribute to our understanding of responsible and strategic translanguaging in multilingual settings.

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Data and corpora on child language in Norway
Carola Kleemann and Edit Bugge

This paper presents the early stages of constructing a data collection with transcripts, audio and video files from studies on monolingual and bilingual children age 0-6 years in Norway. Practises for storing and sharing material in Norway have been varying, adhering to changing guidelines from NSD – Norsk senter for forskningsdata/Norwegian Centre for Research Data. One guideline has been deleting audio and video recordings after projects are over to ensure privacy and data protection (Norwegian: personvern). Particular concerns are connected to the documentation of children (NESH 2013) and in the documentation of endangered languages with few speakers (Austin 2010). We will argue that other research ethical concerns could be raised in favor of preserving these data for the future. One obvious dilemma concerns small and threatened indigenous languages, like Sámi and Kven in Norway. If audio and video recordings of these languages are not preserved, we will lose valuable documentation essential for language vitalization and revitalization in future generations.

By making an overview, an inventory, of available material in Norway, we wish to contribute to the reuse of material, comparative studies, longitudinal studies, and studies of language change in real time. New methods and sharing will bring new knowledge about child language. However, this requires a careful and open conversation in the research community on how to best protect the interests and rights of the children on record and of the language communities as whole. The paper brings attention to the ongoing discussion on a shared national system for storing, preserving and administrating child language data.

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Bilingual language development of preschool children – Policy and practice
Samúel Lefever

During the last decade the number of children of immigrant background entering preschool in Reykjavik, Iceland has more than doubled. Preschool education is subsidized by the municipality and is available for children between the ages of 1.5–5 or even younger in some cases. Currently, approximately 18% of children in the city's preschools are of immigrant background and speak languages other than Icelandic. This has put pressure on the city of Reykjavik to develop language policy and practices for preschools which address the surge in immigrant families to Iceland.

De Houwer (2013) views bilingual development as being on a continuum, where harmonious and conflicted development are at opposite ends. It is important that the home and school environment work together to foster children's linguistic skills in all their languages. The multilingual language policy for Reykjavik preschools is grounded in three main principles: 1) varied teaching approaches and professional services; 2) active bilingualism and 3) parent cooperation, and its main aims are to ensure the early education and well-being of all children and help them feel proud of their background and culture. Focus is placed on the teaching of Icelandic as a second language and supporting children's home languages.

This paper will discuss findings from recent research which has looked at the bilingual language development of preschool children of immigrant background, what characterizes their language environment and how literacy issues are being dealt with in Icelandic preschools. The research studies draw on the perspectives of teachers, administrators and parents. Findings from the studies indicate that although progress has been made, there is continuous need for training in effective language and literacy teaching methods in the city's preschools.

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Translingual practice in families with toddlers
Hein Lindquist and Nina Gram Garmann

Multilingual families use their languages differently within domestic settings (Lanza & Svendsen, 2007; Yamamoto, 2001). Both parents' language policy and the child's agency will affect language use (Fogle & King, 2013; King & Lanza, 2017). By "translingual language practice" (García & Wei, 2014) languages are understood as a continuum of linguistic resources. The aim of this study is to gain new knowledge about toddlers' translingual experiences in family settings. Four families have video-recorded everyday family activities in domestic settings, and selected parts of the video-recordings are used in interviews with parents (Nguyen & Tangen, 2017). This project is limited to the oral use of languages.

Translingual practices play out differently within each of the multilingual families and family language policy. In addition, the toddlers' use of day-care facilities and siblings might also influence domestic language practices. Recommendations to parents about language use might need revisions.

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Blurring the borders between research and practice: Video as a tool to foster empathy and empower (student) teachers in multilingual classrooms
Latisha Mary and Andrea Young

Despite courses designed to prepare teachers to meet the needs of their young linguistically and culturally diverse children, many pre-service and practising teachers remain insufficiently prepared for this task (Cajkler & Hall, 2012; Kuiken, 2014) and many lack awareness of the important role that language plays in the lives of their pupils and their families (Mary & Young, 2018). Research has shown that providing (future) teachers with knowledge of first and second language acquisition alone is insufficient (Horan & Hersi, 2011) as (student) teachers come to courses with already established attitudes and ideologies about language which may act as roadblocks to gaining new awareness (Commerford, 2005; Garmon, 2004). It is therefore essential that teacher educators develop coursework and resources which aim to raise teachers' knowledge and awareness about language (KAL) whilst developing their capacity to empathize and their abilty to decentre and to think critically about issues concerning language (Crookes, 2015).

This paper presents a set of resources developed in one University in France with the aim of responding to this need. Data collected through a longitudinal, participatory research project undertaken in a multilingual/cultural pre-school class of 3- to 4-year-olds in France contributed to building a bank of thematic extracts of filmed classroom interaction and interviews with co-researchers and research participants for use in teacher education. The paper first documents the process of constructing research-based teacher education materials from the filmed data and then evaluates their impact on students through the analysis of eight in-depth semi-structured interviews conducted with one cohort of teacher trainees (July 2017). The data reveal that the use of the filmed extracts from the project in combination with theoretical readings, was highly instrumental in helping student teachers to understand the concepts linked to second language acquisition and empowering them to act as agents of change.

Multilingualism: A blessing or curse for children with dyslexia?
Abebayehu Messele Mekonnen

It is widely reported that children with dyslexia often have difficulties learning a second language since the factors that negatively impact on acquiring their native language are often carried over to the second language. The dyslexia-related challenges are mainly linked with the rule systems and phonology/orthography of the new language. However, as languages vary structurally and orthographically, not every second language could be equally challenging to all dyslexic learners, as they may develop language-specific reading strategies in each language. In fact, evidence from behavioral and neuroimaging studies (e.g., Siegel, 2016; Cummins, 2012; Kovelman et al., 2008) suggest that exposing children to phonologically-transparent languages can impact their neural circuitry for learning to read in phonologically-opaque language. This study therefore aims to examine the impacts of Ethiopia's multilingual/multi-script education system on dyslexic learners.

The study took a total of 48 schoolchildren falling into two major groups: (1) a study group consisting of two sub-groups of children with dyslexia: (a) Group 1: native in Amharic (syllabic script) and learning English as a foreign language; and (b) Group 2: native in another local language (Latin-based alphabetic scripts); learn Amharic as a second language; and English as a foreign language; and (2) a control a group, having two-sub-groups of non-dyslexics matched with those in the study group in terms of linguistic profiles, sex, age, grade-levels, etc. The children were tested using word and pseudo-word reading tests and general language proficiency test. The two groups of children with dyslexia performed at a similar level. However, when comparing the dyslexics, the tri-lingual ones performed better than the bi-lingual dyslexics on all tests (although both groups performed worse than the non-dyslexics). The results could have positive implications for not just for children with dyslexia, but for non-dyslexics as well.

Why parents choose immersion preschooling in Irish for their children
Maire Mhic Mhathuna and Fiona Nic Fhionnlaoich

The aim of this study was to investigate the reasons Irish parents choose to send their children to preschool in the first instance and why they choose Irish-medium settings over other forms of early childhood education. The literature on parental decision making in regard to childcare and immersion early education was reviewed and formed the basis of a parental questionnaire distributed through selected immersion settings. Questions included reasons for choice, family language background and parents' language expectations and over 160 responses were received.

Social and cognitive development were the main reasons parents cited in regard to early childhood education and an interest in the Irish language and bilingualism along with the good reputation of the local immersion preschool were the reasons they choose immersion education. Comparisons were made with the reasons parents choose immersion primary education and the findings were broadly similar. Most of the parents wished to send their child to an immersion primary school and the preschool could provide a good foundation in Irish. They were also very happy with the child-centred approach based on play. Recommendations were made to make more use of social networks in Irish language circles and of official reports to inform other parents about the availability of immersion preschools. Research should also be carried out on the implications of the new Admission to Schools Bill (2018) on enrollment in immersion preschools.

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A wordless picturebook in pre-primary foreign language education: Mediating deep discussions
Sandie Mourão

Objectives for foreign language education in contexts of low language exposure tend to focus on the learning of discrete language items, ignoring the broader benefits which can include the development of a respect for others. The empirical study presented here was undertaken with a group of pre-primary children (4 to 5 years old) learning English as a foreign language (EFL) in a low-exposure context in Portugal. With a view to fostering positive attitudes towards peers with different skin colours, a wordless picturebook, *Colour of People* by Mauricio Negro, was incorporated into a sequence of storytelling sessions in English. The objective was to discover how children interpreted this wordless picturebook and demonstrated an understanding of the concept of acceptance of difference. Data was analysed according to a typology of response adapted from a grounded theory of literary understanding (Sipe, 2000; Mourão, 2012).

Data was collected from audio recordings of the shared picturebook readlouds, the children's drawings and a researcher diary. Results suggest that children interpreted the picturebook's images on multiple levels and through a variety of response typologies using their linguistic repertoires. Discussion around acceptance of others required extensive recourse to the L1 but input in the L2 appeared to contribute to children's acceptance of difference in themselves and others. Data also suggest that picturebooks with words and images may be a more suitable tool to facilitate this acceptance, as well as careful collaboration with the mainstream educator. Implications for classroom practices will suggest approaches to mediation and developmentally appropriate book sets.

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Video recording as a method for Swedish preschool teachers to analyze their multilingual strategies.
Martina Norling

The overall aim of this paper is to develop strategies and knowledge about multilingual children's opportunities to learn Swedish and develop literacy skills in Swedish preschools. It highlights the preschool teachers' use of video recording as a tool to develop didactic strategies to support multilingual children's language and literacy learning. The starting point for a participatory research project, according to Johansson and Lindhult (2008), is action learning and a pragmatic orientation. The approach focuses on human development in an organization where action research is a tool for learning.

The study employs a mixed-methods design where qualitative data were derived from the preschool teachers' descriptions of their didactic strategies for supporting multilingual children, and quantitative data on eighteen dimensions of strategies in various activities were analyzed with the scoring and analysis tool, Social Language Environment – Domain, SLE-D (Norling, 2015).

Results regarding preschool teachers' descriptions and learning process of supporting multilingual children's language and literacy learning will be presented. Results demonstrate that the concept of "power and knowledge" is applicable (Gavanta & Cornwall, 2006, p. 71) to help preschool teachers learn as well as develop knowledge about multilingual children's opportunities for literacy learning in preschool. Furthermore, theoretical foundations regarding multilingualism are needed in order to support preschool teachers' intentions to make critical didactic reflections. This study contributes to a better understanding of how preschool teachers develop didactic strategies by using video recording as a tool for performing critical analyses, when the purpose is to support multilingual children's language and literacy learning.

A triptych of translanguaging: towards an including view on multilingualism in early childhood education
Ylva Novosel

The aim the study is to investigate the applicability of the concept of translanguaging (cf. García & Li Wei 2014) in early childhood education, to increase the possibility of an inclusive view on multilingualism, by further expanding the concept using three theoretical perspectives, i.e. constructionism (Foucault 1998), post humanism (Deleuze & Guattari 1987) and phenomenology (Stern 2010).

The data were gathered through an ethnographic study at a Swedish preschool, where about 90 percent of the children were multilingual. Seven multilingual children aged 1 to 5 years were shadowed during a 12-week period in their first semester at preschool, initially using field notes and then video registration. An internal ethics committee reviewed the study and actions have been taken in accordance to the Code of Ethics of the Swedish Research Council (2017).

The study shows that the children translanguage through different modalities, affect and more-than-human-agents. Translanguaging means using one's full linguistic repertoire, but also through an expansion of the concept to create something new. I postulate that using translanguaging as a concept and as a pedagogy in preschool leads towards an inclusive view on multilingualism, opening up for diversity and an acknowledging of the competent child.

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Schoolscapes as constructions of multilingualism
Anja Pesch

This presentation explores the construction of multilingualism in the schoolscapes of two kindergartens. The concept of schoolscape (Szabò, 2015; Brown, 2012) is related to the concept of linguistic landscapes (as in for example in Blommaert, 2013), but places these in an educational and institutional context. Schoolscapes can be understood as linguistic landscapes that include an educational or pedagogical aim as well as pedagogical ideologies. The pictures of the kindergartens' schoolscape in this presentation are part of a larger data material, which I collected as part of my PhD when carrying out an ethnographic case study in two kindergartens, one in Norway and one in Germany.

Using a nexus analytic approach (Scollon & Scollon, 2004; Lane 2014), I study the schoolscapes as practices and explore which discourses on multilingualism circulate through them. According to Szabò (2015), educational institutions have official rooms addressing for example parents and visitors and less official rooms used by students and teachers. One question in my study is therefore whether constructions of multilingualism differ throughout the kindergartens' schoolscape related to whom they address. Another question is, whose voices can be found in the schoolscape, how they display discourses in place and contribute to types of interaction order (Scollon & Scollon, 2004) between different actors in kindergarten (cf. Ødegaard & Krüger, 2012). Drawing on Garcia and Li Weis (2014) views on multilingualism, the presentation explores which views emerge and how they contribute to forms of iconization, fractal recursivity or erasure (Irvine & Gal, 2000).

Triangle Meet: A methodological proposal to enhance teaching and learning of English as a foreign language in early childhood
Andrew Philominraj and Andrea Fuentealba

The teaching of English as a Foreign Language (EFL) in Chilean preschool settings is not mandatory; notwithstanding, ELF classes are carried out in private settings mostly, and in some public institutions as well. Consequently, the following action research study was carried out in seven public kindergartens in the seventh region of Maule, Chile. Research evidence shows that preschool education, especially English language education, brings substantial benefits in the children's leaning and development. This being identified as a lacuna in the teaching and learning of EFL in early childhood in Chile, the implementation of the "Triangle Meet" methodology was proposed to arise interest amidst children towards English language learning and thus pave way to the openings of new horizons.

Triangle meet is one such methodology that takes into account not only the children, but also all those who are involved in the upbringing of the child, i.e., the preschool teachers, and their parents. According to Uysal & Yavuz (2015), research studies evidence that lack of empirical findings related to the appropriate activities to teach preschool children, and the age which may influence the proficiency of a foreign language. It is also relevant the design of contextualized material according to children's age and necessities (Palacios & Aguilar, 2017), as well as the connection among teachers and parents.

Currently, the action plan as mentioned is being implemented through material development, and classes for children, preschool educators, and parents. Preliminary results will be analyzed during the first semester of 2019. The implementation of this triangle meet, as a methodology, not only establishes relationship among teachers, learners and parents, who are the real protagonists of any teaching learning process, but it also enhances the teaching and learning of EFL.

(Pre-)Schoolscapes: Portals, doors and windows opening to multilingualism in Austrian kindergartens and how we can read intentions in Linguistic Landscapes
Judith Purkarthofer

Welcome signs in different languages, greetings and other colourful writings can be found in many schools and preschools in an effort to express openness towards multilingualism (Menken, Pérez Rosario & Guzmán Valerio 2018).

I am drawing on data from several Austrian preschools, collected in an interdisciplinary project including Linguistic Landscapes, as well as ethnography, interviews and videography. In this presentation, I will focus on Linguistic Landscapes (Shohamy & Gorter 2010, Reh 2004) in the semi-public space of Austrian preschools and I am asking the question how existing LL predict or prescribe language practices in their surroundings. Using Lefebvre's conception of social space (Lefebvre 1991) I examine how the decisions and policies translate into spatialised language regimes which are negotiated among the different actors such as teachers, students and parents.

Finally, I want to use a moment to investigate how the above-mentioned welcome signs, as portals, doors and windows allow us to "have once on ourselves the other's point of view" (Cixous 2005, 81)? How can visible languages have the potential to deconstruct procedures and rewrite them to achieve real openness?

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Multilingual childhoods of refugee children in Icelandic preschools
Hanna Ragnarsdottir

Many refugee children and their parents face challenges in their new educational environments. Some of these relate to the different school systems and learning a new language. Eleven Syrian refugee families, including 20 adults and 35 children arrived in Iceland from Lebanon in early 2016 and settled in three municipalities. The aim of this study is to explore how these refugee parents, and the principals and teachers in their children´s preschools in Iceland experience education in their new environments. The parents´ education differs, as well as the size of their families, and their experiences of conflict and war. The theoretical framework of the study includes critical approaches to education and education for social justice (May & Sleeter, 2010) and multilingual education (Chumak-Horbatsch, 2012; Cummins, 2000, 2011). The methods include semi-structured interviews with principals and teachers in altogether six preschools of the refugee children and interviews with their parents. Thematic analysis (Braun & Clarke, 2006) was used to analyse the data. While the findings indicate that most of the children are doing well in the preschools according to the teachers and parents, many challenges have appeared, including the illiteracy of some of the parents and traumas which have appeared as well as differences in norms, values, languages and expectations between the preschools and the parents. The paper will address opportunities and challenges which the parents and teachers experience, as well as the educational practices and partnerships which they have developed to support the children´s learning and language development.

"It is my duty to teach them this language": parental policy, literacy and language practices in Arabic-English speaking families in the UK
Fatma Said

This paper investigates the role family language policy and parental language ideology(ies) play in the learning, use and subsequent maintenance of a heritage language (HL) (Rothman, 2009; King & Fogle, 2006; He, 2011; Seong & Sarkar, 2007; Said & Hua, 2017). The participants are four two-parent Arabic-English speaking multilingual families (with children between 3 months and 10 years old) residing in the UK. Data was collected over a period of between 12 and 36 months and consists of a mixture of video and audio recorded family activities (mealtimes, homework time, reading time and bedtimes), interviews, parental diaries, and background questionnaires and were transcribed (MacWhinney, 1995) and analysed from an interactional sociolinguistics perspective.

The data suggest that different types of language policies support the maintenance and learning of HL. Some families hold a positive and open family language policy within the home and an ideology that views both Arabic and English as equal languages. Other families hold a strict "Arabic only at home" rule; each policy appears to work for each family. Parents invest heavily in ensuring that their children have access to the heritage language by attending heritage schools, watching Arabic TV, reading in Arabic at bedtime, learning to be literate in religious texts, and frequently discussing the Arabic language. Mothers make the most effort to enact practices that adhere to the families' declared policies and fathers support the mothers in this (true except for one family). The data affirms that the maintenance of a HL takes effort and is tiresome mainly affecting mothers. Young children also play a crucial role in supporting or challenging parental policies.

Development of minority language literacy at home: The case of two Arabic-English speaking families

Fatma Said and Fatimah Alghamdi

For many transnational families ensuring their children become literate in their minority language is of paramount importance (Li, 2006; Lindholm-Leary, 2012; Berens, Kovelman, & Pettito, 2013; Eisenchalas, Shally & Guillemin, 2013). Parents feel that is important their children attain biliteracy and are able to read both or all of their languages (Ro & Cheatham, 2009), especially to access religious or cultural texts. The case of a diglossic language like Arabic poses challenges to parents because the child must learn the spoken language and then learn to read the formal written language (Walldoff, 2017; Said & Alghamdi, in prep). This longitudinal sociolinguistic study focused on the home literacy practices of one Arabic-English speaking family in the UK. Data was collected over a period of two years (with one recording submitted per month), through either video or audio recordings and later transcribed in accordance to CHAT (MacWhinney, 2018). The data suggest that the home linguistic environment plays a crucial role in the development of literacy in Arabic. In this family, the mother takes it upon herself to designate particular times during the week to overtly teach and monitor the literacy development of her children, hence creating a bilingual soundscape (De Houwer, 2009) in the home. The father (who is sometimes away from the family home for weeks at a time) plays the fundamental role of reinforcing the mothers' teaching and maintaining the parental language policies and beliefs (Schwartz, 2008; Said & Hua, 2017; Curdt-Christainsen, 2018) the mother professes. The data affirms the important function of siblings in teaching their younger siblings to also become biliterate (Obeid, 2009; Kheirkhah, 2016). Children often possess different identities to their parents and take time to become and view themselves as biliterate or bilingual.

Toward a better understanding of the language conducive context: An ecological perspective on children's progress in the second language in bilingual preschool

Mila Schwartz and Inas Deeb

The aim of this study was to explore the nature of relationships between diverse classroom activities and phases in L2 progress and to identify activities conducive to productive use of L2 in a bilingual Hebrew–Arabic-speaking preschool classroom in Israel. Young children have a biological predisposition for language learning, still recent research on dual language education shows that an early start per se in the bilingual classroom is an insufficient prerequisite for children's fast progress in L2. This phenomenon was evident in situations in which young children encountered the novel language mostly within the classroom context and it was not supported by the children's home environment, as in the case of the target preschool. In this situation, an ecological perspective on language learning views the creation of the language conducive context in the bilingual preschool classroom as a major task that becomes a joint project for teachers and children (van Lier, 2004).

During one academic year, we applied a mixed methods design, combining quantitative and qualitative ethnographic approaches to data collection and analysis. The credibility of the weekly field notes and video-recorded observations was enhanced by semi-structured interviews with the teachers. We took a close look at six 3-year-old children.

The analysis revealed that, during all classroom activities, the children demonstrated diverse developmental phases. The phases' frequency of occurrence differed from activity to activity. The teacher-led activities were characterized mostly by receptive bilingual knowledge and telegraphic and formulaic speech, with few cases of L2 production. At the same time, the child-led activities were the most conducive to the children's initiation of productive L2 use. The study suggests providing more opportunities for children to be engaged in free play to promote their productive L2 use and, therefore, rethinking current tendencies toward academizing the preschool curriculum.

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Multilingual children's encounters with the monolingual speech community of preschool

Ellinor Skaremyr

The aim of this paper is to discuss the linguistic practices in a Swedish preschool context in which multilingual children participate. The paper builds on the results from two studies. The first study explored newly arrived children's participation. The second study explored a Finnish revitalization activity for Finnish minority language children. The theoretical framework is Hymes´ (1972) ethnography of communication. The model is used to analyze the linguistic practices encountered by multilingual children. Concepts used in the analysis are speech community, speech situations, speech events and speech acts (ibid). To study preschools' linguistic practices different methods have been used, such as observations of everyday situations, interviews with preschool teachers and bilingual practitioners and the study of documents. Verbal and written consent has been collected from all adult participants and children´s consent have been sought during observations. Despite a progressive-curricula for multilingual children´s multilingual development in preschool and multilingual children´s creative ways to communicate, the results show that the linguistic practices that multilingual children encounter consist of a Swedish speaking monolingual norm. This means that in the linguistic practices in preschools there are different conditions for majority language than for minority language children to develop languages and identity. The paper will discuss the preschools' complicated speech community and all children´s equal right to develop linguistic and cultural identity. Implications for preschool practice are to challenge the monolingual norm and enhance the use of several languages in an everyday context.

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Teachers' language use in a co-located, Finnish-Swedish kindergarten

Pauliina Sopanen

The education system in bilingual Finland is built on two tracks – one in Finnish, one in Swedish. The kindergartens operate in either of the languages, which maintains parallel monolingualism (Heller 2007). However, co-located kindergartens, where Finnish and Swedish units share spaces, are common in Finland, and the new National Core Curriculum for ECEC promotes multilingualism.

Teachers can be seen as gatekeepers who either open or close spaces for multilingual education (Hornberger & Johnson 2007). This study explores four kindergarten teachers' language policies (Spolsky 2004) and especially their use of languages in one co-located kindergarten. With the help of video- and audio-recorded data and teacher interviews, I examine their language choices and reflections on language practices and kindergarten's language management.

The results show that the teachers are using Finnish and Swedish in a flexible way but also sticking to only one language, depending on the context, children's language background, and the activity. The teachers are working together and want to keep "language barriers" between the groups low. This shows that the languages and the groups are not only coexisting under the same roof without any connection to each other but also collaborating (cf. Moore & Skinner 2010). Still, some complex questions need to be addressed, such as how to balance between Finnish and Swedish, as Finnish is sometimes seen as a threat for taking over Swedish, and how to support other languages.

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Bilingual Immigrant Children's use of Recontexualized Language
Marit Sundelin

Through an ethnographic fieldwork I`ve followed three bilingual immigrant children and investigated their use of recontextualized language in Norwegian, their second language. The main reason to do so was to establish knowledge about recontextualized language (RCL) as a phenomenon, and to investigate how bilingual immigrant children are able to use a more complex language in their second language in their everyday life in preschool.

According to Cummins (2000) it is important when it comes to language acquisition to make a fundamental distinction between the basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP). The academic language proficiency is the ability to make complex meanings explicit by the means of the language itself rather than by the means of contextual or paralinguistic cues such as gestures or intonation. This theory is commented and elaborated by and Lindberg (2009), and her explanations of how to operationalize an abstract language such as RCS. I`ve used this along with Bloom & Lahey`s (1988) model of three components in language that complement and overlap each other: content, form and use.

In content I`ve focused on investigation of the children`s vocabulary and use of abstract concepts. In form I`ve looked at tempus and modus of verbs, and the length of sentences. Finally, in use I`ve investigated the intention of language and focused on speech acts. An important aspect of the analysis is the context in which the language is used, and both the institutional context, the former experience and actual motivation of the children seem to me to be important. To look at these aspects I use theory of Vygotsky (2001), Bakhtin (1986), Nelson (1996, 2007) and Ochs (2012).

My contribution to research through this project is my description of and attempt of theorizing L2 language use in more complex and abstract situations.

The use of multiple languages in monolingual mainstream ECEC settings
Elena Tkachenko, Kari Bratland, Nina Gram Garmann and Anna Sara Romøren

An increasing number of multilingual children attend ECEC programmes in Norway, and many different languages are represented there. The Norwegian framework plan for kindergartens calls the teachers to ensure "that linguistic diversity becomes an enrichment for the entire group of children" (Kunnskapsdepartementet 2017). Various pedagogical approaches stress the need for multilingual pedagogies to promote children's multilingual resources (Cenoz et al. 2017). Previous research shows that use of multiple languages can strengthen the children's home languages (Skans 2011), make children curious about languages (Alstad 2014), promote their competences and bridge the gap between majority and minority languages (Olausson 2012,). We collected about 40 narratives from practice written in Norwegian by ECEC students about situations where other languages than Norwegian were used. What can these narratives tell us about reasons for using multiple languages in Norwegian ECEC? Preliminary analyses suggest that use of family languages can make children feel safer in ECEC, help reduce conflicts, recognize the children's multilingual competences, make children proud of their family languages, prevent loss of family languages and strengthen children's metalinguistic awareness.

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Seeing language: The effects of using signs in Kindergarten

Birgitte Torbjørnsen, Western Norway University College

When teachers in kindergarten talk about using signs with all the children in the kindergarten, they say that they have only positive experiences. The use of signs often starts because one child needs sign supported speech due to Down Syndrome, hearing problems or delayed speech. Some of the kindergartens choose to use signs to all the children in the name of inclusion and to strengthen the learning of language(s). Their experiences show that children get a visual language to express themselves before they have a spoken language. The teachers emphasize that use of signs is especially helpful for the youngest children and the immigrant children in the kindergarten. The teachers use signs and some grammar from sign language to visualize the spoken language.

Since the use of signs in kindergarten has only received limited attention in systematical studies, the aims of the project are to summarize the experiences of four kindergartens in Norway and discuss these findings in the light of previous research. We also aim to find out how widespread use of sign in kindergarten is. Methods used are a questionnaire to all the kindergartens in one county in Western Norway and group interviews with twelve preschool teachers from four kindergartens who are using signs with all the children. The theoretical underpinning is work done on baby signs (Arcedolo and Goodwyn 2002, Okyle 2017) and the effect the use of signs has on hearing children´s literacy (Daniels 1996-2004). If findings correspond with previous more anecdotal experiences, the implications could be more conscious use of signs for all children in kindergarten. Supporting signs could also become part of education for teachers in kindergarten.

Attitudes and Self-Perceptions of Bilingualism: A Study on Generational Differences

Gina Tremaglio

The most recent cohort of young adults in the United States brings with it more diversity than the generations before. As a result, bilingualism is becoming the new norm for millions of Americans. This article analyzes the attitudes and perceptions of bilingual adults among three generational cohorts to determine whether an individual's birth generation has a relationship to their attitudes on bilingualism. Participants included 75 bilingual individuals from three generations (Baby Boomers [1946-1964], Generation X [1965-1980], and Millennials [1981-1996]), who were given a detailed online survey on their linguistic background and feelings about bilingualism. Responses were then coded for positive, negative, and neutral attitudes. The results of the study showed a significant relationship between birth generation and attitude toward bilingualism. Baby Boomers had the least positive attitudes toward bilingualism (83.5%) while Generation X had the most positive (91.0%); Millennials fell in between (85.1%). Notably, the vast majority of participants, regardless of age, had very positive personal views of bilingualism. However, only 59.8% of respondents agreed that their society valued bilingual individuals. In short, bilingualism was regarded among the participants as being a social, academic, and economic advantage. A current study is being conducted as an extension of this investigation on the attitudes of individuals in America's youngest cohort, Generation Z. This research, to be completed in December 2018, will also explore additional factors such as family history and acquisition to reveal how attitudes on bilingualism evolve across generations.

Induction of beginning teachers in Ethiopian schools with reference to multilingual preschool programs

Moges Yigezu Woube

Ethiopia has launched mother tongue education in diverse languages and to date there have been 28 languages introduced into the school system either as a medium of instruction or as a school subject to be taught in early grades. Most children, therefore, attend a multilingual classroom where the three-language model is the norm: the mother tongue, the official language, Amharic, and the international language, English. Hence, children are confronted with three languages at early stage. Such a multilingual environment has influenced the way pre-primary school teachers are being trained. Teacher education is organized into three stages: pre-service training, induction, and continuing professional development. The language factor is indispensable in providing pre-service teacher education so as to ensure that teachers can engage in effective pedagogy, be culturally competent, and have subject-matter knowledge for the academic level they teach (Bell 2015).

This study tries to investigate how the induction of a new pre-school teacher into the teaching profession is being conducted in Ethiopian schools. The study utilizes a qualitative method of data collection and analysis and structured interviews, document reviews and FGDs were employed. The Ethiopian school system recognizes the provision of comprehensive systems of support to help beginning teachers during their first years in the profession which include: (a) mentoring, (b) a peer network, and (c) input from educational experts (e.g. supervisors' feedback). However, the results of this study show that in practice the induction process is defective and inconsistent and its implementation various from school to school and between urban and rural divide. By and large, beginning teachers are left to succeed or fail on their own within the confines of their classrooms and faced with "sink or swim" scenario. Given the critical role teachers play in early childhood development the need to have qualified pre-school teachers cannot be underestimated.