Bibliography

This list of academic books and articles is provided as a companion to the handbook. It gives readers the opportunity to explore further the research behind the ideas we have described. Researchers mentioned in the handbook are highlighted below in **bold**.

Some of the articles appear in subscription journals, which may require access through a library or institution. Many of the references include a clickable DOI link, a unique digital identifier that takes you straight to the article's online page. Even if you don't have full access, you can usually view the abstract, which summarizes the key findings. However, much of the work we reference below is freely accessible online, so you can easily read whole texts if you wish to explore further.

Think of this list as a gateway into the research world behind the practical guidance in the handbook – whether you are curious to dig deeper or simply want to see the evidence that supports the ideas you've just read.

Aghallaj, R., Van Der Wildt, A., Vandenbroeck, M., & Agirdag, O. (2020). Exploring the partnership between language minority parents and professionals in early childhood education and care: A systematic review. In C. Kirsch & J. Duarte (Eds.), *Multilingual approaches for teaching and learning: From acknowledging to capitalising on multilingualism in European mainstream education* (pp. 151–167). Routledge.

Agirdag, O. (2020). *Onderwijs in een gekleurde samenleving* [Education in a diverse society]. EPO.

Aldossary, N., Curwood, J. S., & Niland, A. (2021). Fostering multilingual children's language development through iPad apps. *The Reading Teacher*, *75*(3), 329–338. https://doi.org/10.1002/trtr.2057

Aleksić, G., & García, O. (2022). Language beyond flags: Teachers' misunderstanding of translanguaging in preschools. *International Journal of Bilingual Education and Bilingualism*, *25*(10), 3835–3848. https://doi.org/10.1080/13670050.2022.2085029

Aliagas, C., & Margallo, A. M. (2017). Children's responses to the interactivity of storybook apps in family shared reading events involving the iPad. *Literacy*, *51*(1), 44–52. https://doi.org/10.1111/lit.12089

Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, *37*(1), 149–182. https://doi.org/10.3102/0091732X1245971

Bautista, G. F., Ghesquière, P., & Torbeyns, J. (2024). Stimulating preschoolers' early literacy development using educational technology: A systematic literature review. *International Journal of Child-Computer Interaction*, *39*, Article 100620. https://doi.org/10.1016/j.ijcci.2023.100620

Berenst, J., & Faasse, S. (2016). Ontluikende geletterdheid en de rol van de voorschool. In J. Berenst, S. Faasse, A. Herder, & M. Pulles (Eds.), *Meer dan lezen: Over geletterdheid, geletterdheidsontwikkeling en leesonderwijs* (pp. 88–116). Koninklijke Van Gorcum.

Best, E. (2020). *Audiobooks and literacy: A rapid review of the literature*. National Literacy Trust. https://literacytrust.org.uk/research-services/research-reports/audiobooks-and-literacy-rapid-review-literature/

Bialystok, E., Luk, G., Peets, K. F., & Yang, S. (2009). Receptive vocabulary differences in monolingual and bilingual children. *Bilingualism: Language and Cognition*, *13*(4), 525–531. https://doi.org/10.1017/S1366728909990423

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Theoretical models of human development* (pp. 793–828). John Wiley & Sons.

Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review*, *35*, 79–97. https://doi.org/10.1016/j.dr.2014.12.004

Byers-Heinlein, K., Burns, T. C., & Werker, J. F. (2010). The roots of bilingualism in newborns. *Psychological Science*, *21*(3), 343–348. https://doi.org/10.1177/09567976093607

Carbonara, V. (2022). Multilingual education in an Italian public preschool: Teachers and families among mobility processes and inclusive practices. *Multilingua*, *41*(3), 321–340. https://doi.org/10.1515/multi-2021-0124

Carbonara, V., & Scibetta, A. (2022). Integrating translanguaging pedagogy into Italian primary schools: Implications for language practices and children's empowerment. *International Journal of Bilingual Education and Bilingualism*, *25*(3), 1049–1069. https://doi.org/10.1080/13670050.2020.1742648

Cenoz, J., & Gorter, D. (2021). Pedagogical translanguaging. Cambridge University Press. https://doi.org/10.1017/9781009029384

Cheng, K., & Tsai, C. (2016). The interaction of child–parent shared reading with an augmented reality (AR) picture book and parents' conceptions of AR learning. *British Journal of Educational Technology*, *47*(1), 203–222. https://doi.org/10.1111/bjet.12228

Coates, E., & Coates, A. (2006). Young children talking and drawing. *International Journal of Early Years Education*, *14*(3), 221–241.

Cummins, J. (2007). Rethinking monolingual strategies in multilingual classrooms. Canadian Journal of Applied Linguistics / Revue Canadienne de Linguistique Appliquée, 10(2), 221–240.

Cummins, J. (2023). Critical multilingual language awareness: The role of teachers as language activists and knowledge generators. Language Awareness, 32(4), 560–573. https://doi.org/10.1080/09658416.2023.2285361

De Angelis, G. (2011). Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices. *International Journal of Multilingualism*, *8*(3), 216–234. https://doi.org/10.1080/14790718.2011.560669

Flint, T. K. (2010). Making meaning together: Buddy reading in a first grade classroom. *Early Childhood Education Journal*, *38*(4), 289–297. https://doi.org/10.1007/s10643-010-0418-9

García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Brookes Publishing.

García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, *55*(4), 553–571. https://doi.org/10.1002/rrq.286

Girard, L.-C., Girolametto, L., Weitzman, E., & Greenberg, J. (2013). Educators' literacy practices in two emergent literacy contexts. *Journal of Research in Childhood Education*, *27*(1), 46–60. https://doi.org/10.1080/02568543.2012.739591

González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Lawrence Erlbaum Associates.

Gort, M., Pontier, R. W., & Sembiante, S. F. (2012). Function, type, and distribution of teacher questions in dual-language preschool read-alouds. *Bilingual Research Journal*, *35*(3), 258–276. https://doi.org/10.1080/15235882.2012.734262

Gort, M., & Sembiante, S. F. (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse. *International Multilingual Research Journal*, *9*(1), 7–25. https://doi.org/10.1080/19313152.2014.981775

Gosen, M. N. (2012). Tracing learning in interaction: An analysis of shared reading of picture books at kindergarten [Doctoral dissertation, Rijksuniversiteit Groningen]. University of Groningen Research Portal.

Gosen, M. N., Berenst, J., & de Glopper, K. (2015). Shared reading at kindergarten: Understanding book content through participation. Pragmatics and Society, 6(3), 367–397. https://doi.org/10.1075/ps.6.3.03gos

Groothoff, F. C. (2020). *Second language development of newly arrived migrant kindergarteners: Exploring educational settings and pedagogical practices in the Netherlands* [Doctoral dissertation, Utrecht University]. Utrecht University Repository.

Grøver, V., Snow, C. E., Evans, L., & Strømme, H. (2023). Overlooked advantages of interactive book reading in early childhood? A systematic review and research agenda. *Acta Psychologica*, *239*, Article 103997. https://doi.org/10.1016/j.actpsy.2023.103997

Hamman, L. (2018). Translanguaging and positioning in two-way dual language classrooms: A case for criticality. *Language and Education*, *32*(1), 21–42. https://doi.org/10.1080/09500782.2017.1384006

Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, *29*(4), 715–733. https://doi.org/10.1016/j.ecresq.2014.05.008

Hobbins-McGrath, W. (2007). Ambivalent partners: Power, trust, and partnership in relationships between mothers and teachers in a full-time child care center. *Teachers College Record*, *109*(6), 1401–1422. https://doi.org/10.1177/01614681071090060

Hornberger, N. H. (Ed.). (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*. Multilingual Matters.

Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, *15*(3), 261–278. https://doi.org/10.1080/13670050.2012.658016

Jackson, R., McCoy, A., Pistorino, C., Wilkinson, A., Burghardt, J., Clark, M., Ross, C., Schochet, P., Swank, P., & Schmidt, S. R. (2007). *National evaluation of Early Reading First: Final report to Congress*. National Center for Education Evaluation and Regional Assistance.

Jaekel, N., Schurig, M., & Lorenz, E. (2024). Moving beyond binary language status in research: Investigating early foreign language learning and linguistic distance. *Research Methods in Applied Linguistics*, *3*(3), Article 100151. https://doi.org/10.1016/j.rmal.2024.100151

Kiely, J. (2013). Dialogic Story-Reading: A Vehicle to Develop Children's Oral Language. In Language, Literacy and Literature: Re-imagining Teaching and Learning: Proceedings of the 2013 Annual Conference of The Reading Association of Ireland. Reading Association of Ireland. http://hdl.handle.net/2262/102087

Kindle, K. J. (2013). Interactive reading in preschool: Improving practice through professional development. *Reading Improvement*, *50*(4), 175–188.

Langeloo, A. (2020). *Multilingual and monolingual children in kindergarten classrooms: Exploring teacher-child interactions and engagement as learning opportunities* [Doctoral dissertation, Rijksuniversiteit Groningen]. University of Groningen Research Portal.

Langeloo, A., Lara, M. M., Deunk, M. I., LoCasale-Crouch, J., & Strijbos, J.-W. (2021). Profiles of learning opportunities of multilingual and monolingual children in kindergarten. *European Journal of Psychology of Education*, *36*(2), 379–404. https://doi.org/10.1007/s10212-020-00487-0

Le Pichon, E., & Kambel, E.-R. (2022). The language friendly school: An inclusive and equitable pedagogy. *Childhood Education*, *98*(1), 42–49. https://doi.org/10.1080/00094056.2022.2020538

Lecanuet, J. P., Granier-Deferre, C., Jacquet, A. Y., & Busnel, M. C. (1992). Decelerative cardiac responsiveness to acoustical stimulation in the near-term fetus. *The Quarterly Journal of Experimental Psychology Section B*, *44*(3–4), 279–303. https://doi.org/10.1080/0272499920825061

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, *18*(7), 641–654. https://doi.org/10.1080/13803611.2012.718488

Martin-Jones, M., & Jones, K. E. (Eds.). (2000). *Multilingual literacies: Reading and writing different worlds*. John Benjamins Publishing Company.

Mary, L., & Young, A. (2018). Parents in the playground, headscarves in the school and an inspector taken hostage: Exercising agency and challenging dominant deficit discourses in a multilingual pre-school in France. *Language, Culture and Curriculum*, *31*(3), 318–332. https://doi.org/10.1080/07908318.2018.1504403

Mascareño, M. N. L. (2014). *Learning opportunities in kindergarten classrooms: Teacher-child interactions and child developmental outcomes* [Doctoral dissertation, Rijksuniversiteit Groningen]. GION, Groningen Institute for Educational Research.

Mhic Mhathúna, M. (2012). Child language in the early years. In M. Mhic Mhathúna & M. Taylor (Eds.), Early childhood education and care: An introduction for students in Ireland (pp. 214–228). Gill & Macmillan.

Mhic Mhathúna, M. (1995). SLA before ABC: Factors facilitating second language acquisition in Irish-medium playgroups. Teanga: The Irish Yearbook of Applied Linguistics, 15, 75–90.

Mhic Mhathúna, M. (2008). Supporting children's participation in second-language stories in an Irish-language preschool. Early Years, 28(3), 299–309. https://doi.org/10.1080/09575140802212191

Mol, S. E., Bus, A. G., & De Jong, M. T. (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research*, *79*(2), 979–1007. https://doi.org/10.3102/0034654309332561

Moll, L. C. (2019). Elaborating funds of knowledge: Community-oriented practices in international contexts. *Literacy Research: Theory, Method, and Practice*, *68*(1), 130–138.

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, *31*(2), 132–141. https://doi.org/10.1080/00405849209543534

Muysken, P. (2019). Language and origin: The perspective of multilingualism. In P. L. Patrick, M. S. Schmid, & K. Zwaan (Eds.), *Language analysis for the determination of origin* (Vol. 16, pp. 119–130). Springer International Publishing.

Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, *34*(3), 286–311. https://doi.org/10.1598/RRQ.34.3.3

Nilsson, C., Svensson, A., & Basic, G. (2023). Pre-school teachers' professional identity and multilingual children: An interactionist analysis of pre-school teachers' practical work with multilingual children's language development. *Cogent Education*, *10*(1), Article 2194223. https://doi.org/10.1080/2331186X.2023.2194223

OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing. https://doi.org/10.1787/53f25774-en

Orioni, M. (2020). *Het meertalige kind*. SWP.

Otheguy, R., García, O., & Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, *10*(4), 625–651. https://doi.org/10.1515/applirev-2018-0020

Peeters, J., Cameron, C., Lazzari, A., Peleman, B., Budginaitė, I., Hauari, H., & Siarova, H. (2014). *Impact of continuous professional development and working conditions of early childhood education and care practitioners on quality, staff-child interactions and children's outcomes: A systematic synthesis of research evidence*. VBJK.

Pietsch, M., & Heckt, M. (2016). Family literacy in Hamburg: Hält das Programm, was es verspricht? In B. Koch-Priewe & M. Krüger-Potratz (Eds.), *Qualifizierung für sprachliche Bildung: Programme und Projekte zur Professionalisierung von Lehrkräften und pädagogischen Fachkräften* (Die Deutsche Schule, Beiheft 13, pp. 187–209). Waxmann Verlag.

Reyes, I., & Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. *Reading Research Quarterly*, *43*(4), 374–398. https://doi.org/10.1598/RRQ.43.4.4

Rickert, M. (2024). *Shaping participation: Children's and teachers' language practices in linguistically diverse early childhood education and care* [Doctoral dissertation, Maastricht University]. Maastricht University Data Repository.

Robinson-Jones, C., Duarte, J., & Günther-van der Meij, M. (2022). "Accept all pupils as they are. Diversity!" – Pre-service primary teachers' views, experiences, knowledge, and skills of multilingualism in education. *Sustainable Multilingualism*, *20*(1), 94–128. https://doi.org/10.2478/sm-2022-0005

Rogowsky, B. A., Calhoun, B. M., & Tallal, P. (2016). Does modality matter? The effects of reading, listening, and dual modality on comprehension. *SAGE Open*, *6*(3). https://doi.org/10.1177/2158244016669550

Rojas-Drummond, S. (2019). A dialogic approach to understanding and promoting literacy practices in the primary classroom. In N. Mercer, R. Wegerif, & L. Major (Eds.), *The Routledge international handbook of research on dialogic education* (pp. 306–319). Routledge.

Salem, T., Braband, J., & Lengyel, D. (2020). Parental cooperation in early childhood education in Germany—Bridging language barriers in multilingual settings. In C. Kirsch & J. Duarte (Eds.), *Multilingual approaches for teaching and learning: From acknowledging to capitalising on multilingualism in European mainstream education* (pp. 168–185). Routledge.

Silverman, R., Kim, Y.-S., Hartranft, A., Nunn, S., & McNeish, D. (2017). Effects of a multimedia-enhanced reading buddies program on kindergarten and Grade 4 vocabulary and comprehension. *The Journal of Educational Research*, *110*(4), 391–404.

Singelsma, J., & Duarte, J. (2022). Taal in beeld: Ouders als taalpartners bij het talenbewust lesgeven. In J. Duarte, M. Günther, F. De Backer, C. Frijns, & B. Gezelle Meerburg (Eds.), *Talenbewust lesgeven: Aan de slag met talige diversiteit in het basisonderwijs* (pp. 279–302). Coutinho.

Su, J., Ng, D. T. K., & Chu, S. K. W. (2023). Artificial intelligence (AI) literacy in early childhood education: The challenges and opportunities. *Computers and Education: Artificial Intelligence*, *4*, Article 100124. https://doi.org/10.1016/j.caeai.2023.100124

Sulzby, E., Teale, W. H., & Kamberelis, G. (1989). Emergent writing in the classroom: Home and school connections. In D. S. Strickland & L. M. Morrow (Eds.), *Emergent literacy: Writing and reading* (pp. 63–79). International Reading Association.

van Steensel, R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. Journal of Research in Reading, 29(4), 367–382. https://doi.org/10.1111/j.1467-9817.2006.00301.x

Van Der Wildt, A., Aghallaj, R., De Backer, F., Vandenbroeck, M., & Agirdag, O. (2023). Multilingual language minority parents' perspectives on their relationships with caregivers regarding the multilingual upbringing of the child: A large-scale exploration within childcare facilities in Flanders. *International Journal of Multilingualism*, 1–15. Advance online publication.

Vandenbroeck, M., Roets, G., & Snoeck, A. (2009). Immigrant mothers crossing borders: Nomadic identities and multiple belongings in early childhood education. *European Early Childhood Education Research Journal*, *17*(2), 203–216.

Volman, M., & 'T Gilde, J. (2021). The effects of using students' funds of knowledge on educational outcomes in the social and personal domain. *Learning, Culture and Social Interaction*, *28*, Article 100472. https://doi.org/10.1016/j.lcsi.2020.100472

Wasik, B. A., & Hindman, A. H. (2010). Identifying critical components of an effective preschool language and literacy coaching intervention. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3, pp. 322–336). Guilford Publications.

Wasik, B. A., Hindman, A. H., & Snell, E. K. (2016). Book reading and vocabulary development: A systematic review. *Early Childhood Research Quarterly*, *37*, 39–57. https://doi.org/10.1016/j.ecresq.2016.04.003

Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, *69*(3), 848–872. https://doi.org/10.2307/1132208

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, *30*(5), 679–689. https://doi.org/10.1037/0012-1649.30.5.679

Wylie, C., Hodgen, E., Ferral, H., & Thompson, J. (2006). *Contributions of early childhood education to age-14 performance: Evidence from the Competent Children, Competent Learners project*. Ministry of Education, New Zealand.

Wylie, C., & Thompson, J. (2003). The long-term contribution of early childhood education to children's performance — evidence from New Zealand. *International Journal of Early Years Education*, *11*(1), 69–78.

Yuill, N., & Martin, A. F. (2016). Curling up with a good e-book: Mother-child shared story reading on screen or paper affects embodied interaction and warmth. *Frontiers in Psychology*, *7*, Article 1951. https://doi.org/10.3389/fpsyg.2016.01951

Zhou, N., & Yadav, A. (2017). Effects of multimedia story reading and questioning on preschoolers' vocabulary learning, story comprehension and reading engagement. *Educational Technology Research and Development*, *65*(6), 1523–1545. https://doi.org/10.1007/s11423-017-9533-2