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| **Article title** | Bilingualism and Multilingualism in Early Childhood Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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**Text of the article** [1000 – 1500 words maximum]

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* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
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**Bilingualism and multilingualism occur naturally in some societies, while others officially sanction linguistic diversity through Early Childhood Education (ECE) policies and programs. With increasing globalization, the benefits of developing and having the ability to communicate in multiple languages are well recognized today. The notion of multi-literacies also acknowledges that the communication practices of different ethnic groups draw on a range of different social values, languages and other resources for making meaning. Understanding how bilingualism and multilingualism works can enhance young children’s learning potential and overall wellbeing.**

**1. Understanding bilingualism and multilingualism: To what extent does the education system in your country promote competence in multiple languages during early childhood? Refer to national data on language learning to highlight which languages are officially supported and the potential loss of some languages such as Indigenous languages and dialects.**

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**2. Learning multiple languages: How do children learn multiple languages in your country? What resources and supports are made available to young children from diverse backgrounds to maintain and become literate in their mother tongue as well as other languages? Illustrate with any exemplar programs of either bilingual or multilingual early childhood programs in your country. Discuss how early childhood teachers in your country are supported to promote the benefits of linguistic diversity.**

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**3. Language and identity: Language may reflect a child’s ethnicity and family connections in relation to their sense of belonging and identification with a particular cultural background. How do the linguistic and cultural characteristics of a child’s family background shape their sense of identity and wellbeing? Does being part of a majority or minority ethnic group in your country impact on community views of language learning and its benefits, and if so, how?**

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**4. Key challenges: What are the key challenges of promoting bilingualism and multilingualism within early childhood education being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

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* You must include all relevant references in full
* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

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* The information is accurate and up to date, insofar as you can determine
* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
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* Heavy copyediting required

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