

## The effects of the MultiModal Narrative intervention among L2 learners

Júlia Florit-Pons & Ingrid Vilà-Giménez

Narrative interventions are a type of oral language interventions that involve the telling or retelling of stories (Spencer & Petersen, 2020), which facilitate holistic language training. In order to produce a complete narration, one needs to talk about the story plot (i.e., *who* was in the story, *what* happened in the story, *when* did the story happen, *how* did the events take place, *how* did characters feel), but also use the appropriate vocabulary as well as use complex syntactic structures that are linked causally and temporally. That is why narrative interventions are considered one of the most powerful approaches to language intervention (Spencer & Petersen, 2020), yielding significant positive effects on L1 learners as well as L2 learners (for reviews, see Pico et al., 2021; Yao et al., 2025). Most narrative interventions so far mostly use oral and visual and audiovisual supports throughout the intervention activities, while the systematic use of multimodal strategies (i.e., hand gestures, facial expressions, bodily movements, and prosodic expression) is often not included, despite the vast evidence suggesting the benefits of multimodality on language learning (for reviews, see Gullberg, 2024; Rohlfing, 2019; Vilà-Giménez & Prieto, 2021).

In this presentation, we will focus on the MultiModal Narrative (MMN) intervention (Florit-Pons et al., 2025), a narrative-based intervention that instructs oral narrative skills with the aid of multimodal strategies. Importantly, the MMN intervention has been developed following an implementation science framework in a co-creation fashion incorporating research evidence as well as professional evidence from stakeholders (educators and members of the Catalan Regional Ministry of Education), to ensure that the intervention was targeted to the implementation context and users. First, we will introduce its key components and how it was developed in the context of multilingual preschool classrooms. Second, we will introduce how the MMN intervention has been recently adapted and implemented in two different L2 learning contexts in Catalonia: in the reception classrooms for migrant primary school students (MMN-Newcomers) and in high school classrooms for learners of English as a foreign language (MMN-EFL). We will also present preliminary results, showing that the MMN interventions are effective for boosting L2 learners' oral narrative skills and are positively evaluated by both students receiving the intervention and the teachers implementing it.

These findings have significant implications for teachers in Catalonia, as they are provided with validated evidence-informed intervention materials that are openly available, ready to use, and that have the potential to improve students' oral skills while being generally enjoyable. Furthermore, the strong research-practice partnerships adopted by MMN ensures the scalability of the program, showing how collaborative, context-embedded designs enhance the successful implementation of interventions in diverse learning settings (McGeown & Sjölund, 2025).

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# Multimodal Participation of Very Young Learners in English as a Foreign Language Classroom Activities

Pauline Beaupoil-Hourdel

This study examines how very young learners (aged 3 to 6) (Uysal & Yavuz, 2015) participate in English as a Foreign Language (EFL) activities in French preschools, focusing on the multimodal resources through which they display understanding, engagement, and emerging linguistic competence. While early foreign-language instruction is gaining importance in France, preschool settings still lack clear pedagogical and assessment frameworks, and children's learning is often evaluated primarily through spoken production, a modality that is developmentally limited at this age. Drawing on research in language acquisition, interactional linguistics, and multimodality (Caët et al., 2024; Clark, 2003; Goodwin, 2000, 2017; Iverson & Goldin-Meadow, 2005; Tellier, 2008), the study proposes that participation must be understood as a coordinated use of gaze, gesture, posture, body orientation, manipulation of objects, vocalizations, and speech.

The analysis is based on the IMAAJEE video corpus (18 hours of recordings in two public preschools), combining CLAN, ELAN, and PRAAT annotations to examine fine-grained multimodal conduct. I will present excerpts from the data that illustrate a developmental continuum in children's participation. First, three-year-olds primarily display visual and embodied participation, revealing comprehension without speech through pointing, imitation, alignment, and manipulation. Second, four- and five-year-olds demonstrate collective meaning-making, where children's embodied initiatives become shared semiotic resources taken up by the teacher and peers. Third, five- and six-year-olds engage in peer-regulated participation, collaboratively managing turn-taking, repair, and task progression using both embodied and vocal-verbal means of expression.

The findings show that participation in early EFL learning cannot be reduced to spoken output. Instead, learning emerges through perceptual, embodied, and socially coordinated actions that scaffold later linguistic development. The chapter argues for a multimodal approach to early language pedagogy and teacher training, one that recognizes children's visible actions as meaningful indicators of learning and as essential components of language socialization in a foreign-language classroom.

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## A co-operative action perspective on bilingual early education

Olga Anatoli-Smith

In this talk, I will discuss children's participation in and opportunities for bilingual learning in the setting of a Swedish–English preschool. The presentation will be based on my recently completed doctoral thesis (Anatoli, 2025) and current projects. Theoretically, I draw on the co-operative action approach and use multimodal conversation analysis (Goodwin, 2018). The data (approx. 80 hours of video-recordings) were collected during ethnographic fieldwork in a bilingual preschool in Sweden. The guiding research questions in my research are how children's participation and influence manifest in a bilingual preschool, and how teachers and children collaboratively accomplish bilingual education across a broad range of institutional settings. With excerpts from my data, I will illustrate how opportunities for bilingual teaching and learning are distributed throughout mundane, care-oriented encounters. Specifically, I will show (i) how children issued informings (Gardner and Mushin, 2017) to initiate a conversation with teachers and, by doing so, created situations in which they could practice their bilingual interactional skills; (ii) how children and teachers collaboratively engaged in impromptu vocabulary work (Stoewer and Musk, 2019) in multiparty interactions; and (iii) how children's enskilment (Goodwin and Cekaite, 2018) in practical facilitated bilingual learning. With the focus on teachers' and children's practices in situ, I will highlight how children and teachers use multimodal semiotic resources in dialogical (Linell, 2021), mutually transformative interactions, and how these interactions create opportunities for children's language learning.

*Keywords:* bilingualism, multimodal conversation analysis, co-operative action, early childhood education, informing, transitional spaces, enskilment

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