



**MULTILINGUALISM AND PLAY
IN TEACHING AND LANGUAGE
LEARNING
IN EARLY EDUCATION**

Anne Kultti
Associate Professor
University of Gothenburg

Suomi ▾

 **OPETUS- JA KULTTUURIMINISTERIÖ**
UNDERSVINGS- OCH KULTURMINISTERIET

Mene Opetus- ja kulttuuriministeriö

Vastuualueet + Ajankohtaista Hankkeet ja säädösvalmistelu Avustukset Julkaisut Ministeriö Yhteystiedot

TUS- JA KULTTUURIMINISTERIÖ / AJANKOHTAISTA / TAPAHTUMAT / 2025 / 9 / 24
OHJOISMAINEN VARHAISKASVATUKSEN SEMINAARI OSALLISUUDEN JA KIELENKEHITYKSEN TUKEMISEKSI

Pohjoismainen varhaiskasvatuksen konferenssi osallisuuden ja kielenkehityksen tukemiseksi

Keskiviikko 24.9.2025 – OPETUS- JA KULTTUURIMINISTERIÖ

English ▾

 **MINISTRY OF EDUCATION AND CULTURE**

Search

Areas of Expertise + Current issues Project and legislation Publications Subsidies Ministry Contact information

OPETUS- JA KULTTUURIMINISTERIÖ / CURRENT ISSUES / EVENTS / 2025 / 9 / 24
/ SEMINAR ON SOCIAL INCLUSION AND DIVERSITY IN NORDIC ECEC - THEORY AND PRACTICE

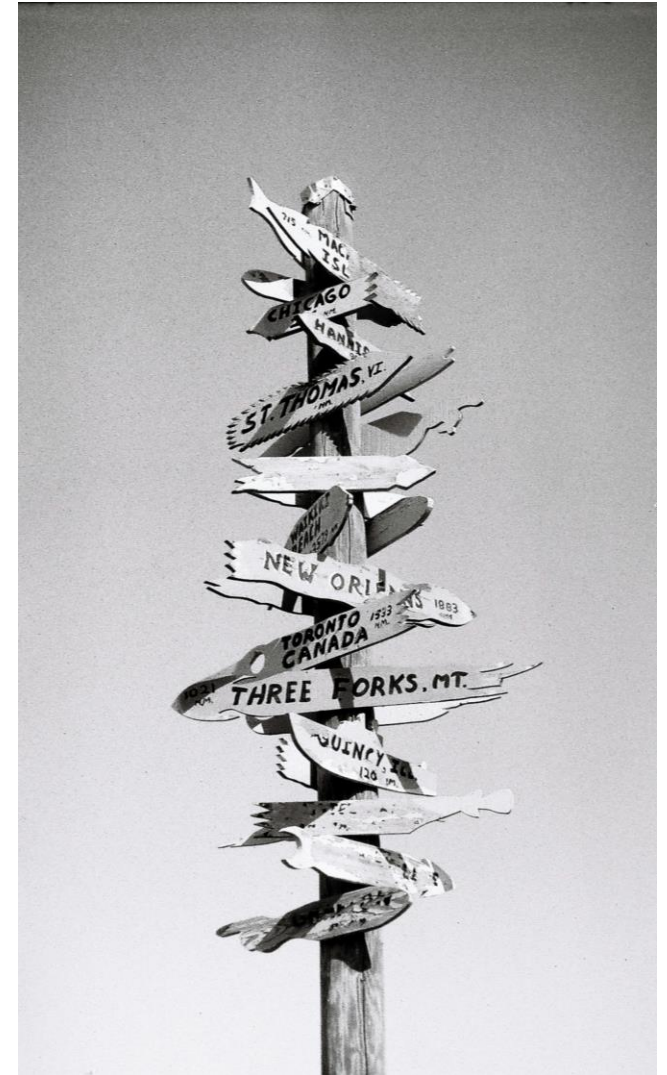
Conference on Social Inclusion and Diversity in Nordic ECEC - Research and practice

Wednesday 24.9.2025 – MINISTRY OF EDUCATION AND CULTURE

Som en del av Finlands och Ålands ordförandeskap i Nordiska ministerrådet ordnar undervisnings- och kulturministeriet konferensen "Social Inclusion and Diversity in Nordic ECEC – theory and practice".

WHERE FROM?

- Languaging (cf. language)
 - Multilingualism as an issue of teaching.
- Teaching and language learning as interrelated practices (Kultti, in press).



MULTILINGUAL TEACHING PRACTICES IN NORDIC EARLY EDUCATION

- Teaching as a responsive activity:
 - Play-responsive teaching (Pramling, et al., 2019)
- Research on multilingual education*
 - Teaching consisting of (Kultti, in press):
 - to hear (stance)
 - to make space (design)
 - to use and open for multiple pathways (shifts)
- Child's perspective(s) and child perspective (Sommer et al., 2007).
- Collaboration with parents (Kultti, 2024; Peleman, et al., 2022).

*i.e. Duarte & Günther-van der Meij, 2018; García & Wei, 2014; Aldstad & Pesch, 2024; Cenoz & Gorter, 2020; Cummins, 2022; García et. al., 2017

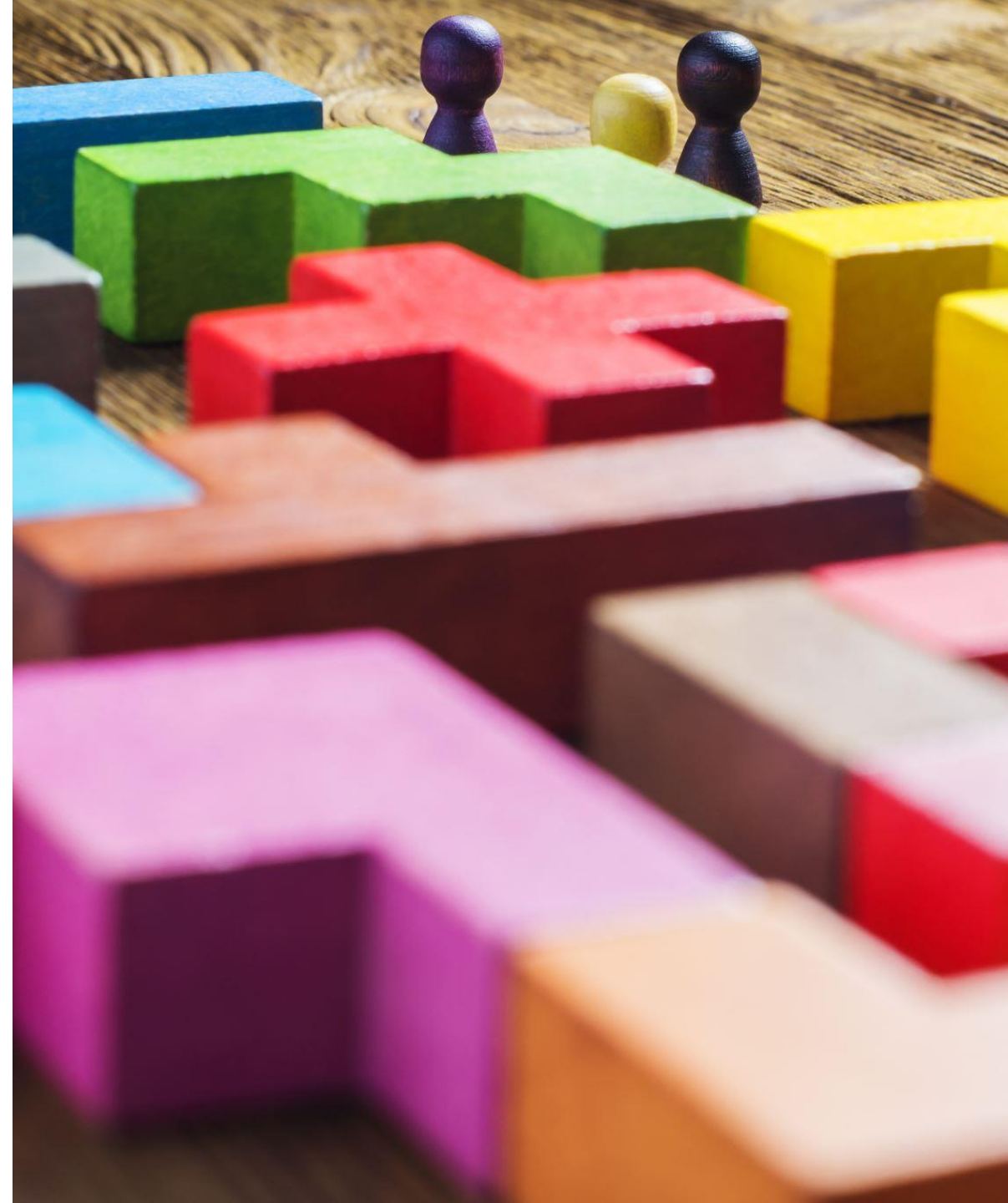


- Multilingualism included in Nordic EC pedagogy (cf. play; Kultti, 2022).
- Play: a practice to be strengthen in research of multilingual early education.
- Multilingual issues: for-granted taken in pedagogical research.
- (Multi)languaging and play as interrelated practices (Kultti, in press).

SHARED EXPERIENCES OF
PLAYING AND LANGUAGING
FOR PLAYING

-

PLAYING CREATES SHARED
EXPERIENCES OF PLAYING
AND LANGUAGING



”KROKO HAS FALLEN DOWN”

BECOMING A PLAYING TEACHER

- Play as a joint project: Framing.
 - Extended dialogues in establishing children-teacher play (Kultti, 2023)
 - A pattern of ICE:
 - children initiating a play content (I)
 - a teacher challenging the initiative (C)
 - children expanding the content (E).
- Adults skills and competences as a playing teacher.



Kultti (2023)

MUTUAL COLLABORATIONS

1. Education – home
 2. Within education system (ECEC: professional development and learning)
 3. In-between education systems (ECEC and compulsory schooling)
 4. Education – research
-

WHERE TO?

Language learning in ECEE as an engaging practice – as is play.

“If you want students to emerge from schooling after 12 years as intelligent, imaginative, and linguistically talented, then treat them as intelligent, imaginative, and linguistically talented from the first day they arrive at school” (Cummins, 2010, p. ix, italics in original)



THANK YOU
FOR YOUR ATTENTION!

Contact information:

Anne.Kultti@ped.gu.se
