

SYSTEMATIC LITERATURE REVIEW ON EARLY FOREIGN LANGUAGE LEARNING

Réka MÁNDOKI

Abstract: In many places, you can read about learning a foreign language starting at an early age, and researchers put forward many arguments both for and against it, so there is no unified position in this regard. However, the mentioned counterarguments do not say against the fact that learning a foreign language early in a playful way would be harmful for the child. In our present investigation, we are looking for the answer to what are the results so far that the researchers believe are possible, what foreign language learning methods can be useful for children. That is why we chose to analyze the systematic literature, which can give us a comprehensive picture of this topic. The EBSCO database was used during the study, and five studies were analyzed as a result of the multi-step filtering. During the investigation, among other things, we examined the results of the bibliometric analysis, as well as presented the methods related to early foreign language acquisition, which the specialists applied in their research.

Keywords: early foreign language learning, second language acquisition, acquisition of a foreign language, preschool, kindergarten

1. Introduction

In the 21st century, knowing a foreign language is almost a basic requirement as we have to use it in so many places in our everyday lives. According to Hegedűs (2015), students most often do not get their degree because they do not have a language exam (Hegedűs, 2015). Changes have also taken place in public education since the change of the system, because it has become clear that a foreign language is now a necessary part of our existence. The National Curriculum in Hungary specifies that pupils learn a foreign language(s) from the fourth grade of primary school, but many children are exposed to a foreign language earlier (even in a specialised course). Students must have a school-leaving certificate in one of the languages, and in higher education a state-recognised language exam is required for graduation (Sominé, 2011, Kovács and Czachesz, 2021).

The law prescribes that from 2015 kindergarten education is compulsory for children between the ages of three and six/seven in Hungary (Act CXC of 2011 on National Public Education). Every kindergarten must have its own or adapted pedagogical program, which has the main task of introducing Hungarian culture and traditions to children, as well as the education in the mother tongue. In addition, several kindergartens also offer playful foreign language learning which was implemented, among others, because the "clientele" of the given institution required it, so there is room for foreign language activities among the additional possibilities (Kovács and Czachesz, 2021).

It has become extremely important for parents to ensure that their children get the best from pre-school onwards, in this way there is a fierce fight to get into the best institution. Better schools provide better language skills which can have a positive impact on other skills (Hegedűs and Sebestyén, 2022). Education plays a crucial role in the acquisition of cultural goods and parents are well aware of this. Parents have become more conscious and more determined to meet children's needs as best as possible. A study by Golnhofer and Szabolcs (2005) shows that children's schooling is taking place earlier and earlier as the years go by (Golnhofer and Szabolcs, 2005).

For many years now, the European Union has focused on the importance of quality pre-school education, which is essential to ensure that children start school well prepared. Not only has more emphasis been

placed on quality pre-school education, but also on introducing children to a foreign language at this stage of life (United Nations 2015). In a study by Kovács and Czachesz it can be read that early foreign language learning has become more important in OECD countries over the years. According to a survey in 2011, 5% of these countries put more emphasis on the 'development' of a foreign language in pre-school but four years later, in 2015, this number had risen to 40% (OECD, 2017).

Early childhood is a crucial period in a child's life, as half of cognitive development is completed by the age of four, another 30% between four and eight years, and one fifth between eight and 17 years (Poyraz and Dere, 2001). The quality and quantity of stimuli in early life is also decisive and, in many respects, early childhood can be considered a critical period (Yilmaz, Topu and Takkac, 2022). Views on early language acquisition vary widely, in this way it is not possible to state unequivocally whether early language learning has a positive or negative effect on the child (Vildomec, 1963, Babinszky 1983, Navracsics 1999, Bialystok and Poarch 2014)

2. Methods (population, sample, type of examination, statistical methods, variables)

In order to properly answer our research question, we used the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) model recommended in Kamarási and Mogyorósy (2015). We also used the 27-item checklist (Liberati, Altman and Tetzlaff, 2009) to ensure proper scientific analysis.

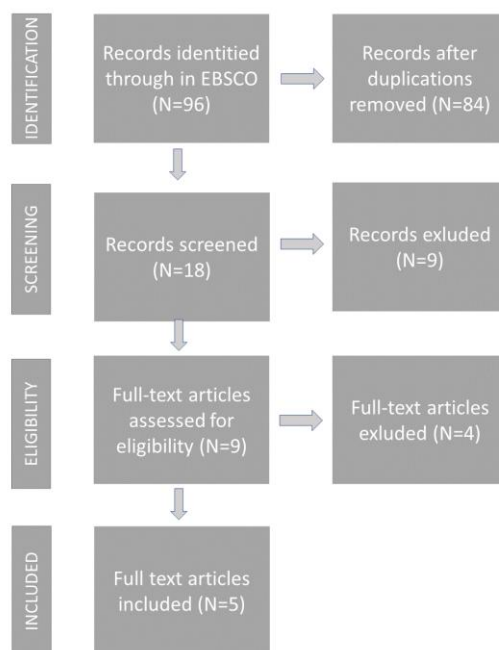


Figure 1. Four-phase flowchart of the PRISMA model (Kamarási and Mogyorósy, 2015, 1530.) (Source: own editing)

The search was conducted in the EBSCO database, which contains e-books, e-journals, scientific articles and studies, as well as images and videos. As a first step in the search process, keywords were defined and used to start exploring the international literature. In the full texts, we searched using the keywords "early foreign language learning or second language acquisition or acquisition of a foreign language", which we paired with the keywords preschool or kindergarten, which can also be found in the ERIC database. In the search, we wanted to continue our work on education. In the abstracts, we paid particular attention to words that were also used as keywords, so we continued to search the literature. We wished to find the most recent studies on this topic, so we narrowed down our search to 2017-2022. It was important for us that these studies were peer reviewed and it was also essential that these texts were published in academic journals (Table 1). Based on these criteria, we found 96 studies.

In the first phase, the duplicate studies were removed, leaving 84 scientific texts, followed by a filtering of the publication titles. During our research, we found a considerable number of studies that dealt with children's rights, children in general and young school children, so at this stage 66 were excluded because they did not fit our research topic. The remaining 18 studies were further reviewed and the next

step was the reading of the abstracts. After reviewing them, we decided whether or not to classify them, so after filtering 9 studies were excluded.

At the end, the review of the full texts decided if the article can remain in the analysis. After this phase, there were four scientific texts that were not fully suitable for our analysis, thus, five papers were finally included in the systematic literature analysis.

Table 1.: Exclusion and inclusion criteria for systematic literature analysis (own editing)

Selection criteria	Exclusion criteria
English writing	Non-english writing
Related to a research question	Academic text on a different topic
Article published in a peer-reviewed journal	Article published in a non-peer-reviewed journal

The studies that met our criteria were written in 2019 and 2020, and one study was published in 2021. Each of the five journals is the brainwork of researchers from different countries, so we could read works from Hungary, the United States, Russia and Hong Kong. The studies examined were published in journals of high prestige. These studies have been published, among others, in the Early Childhood Education Journal (Q2) and in the Portuguese journals *Avaliação e Políticas Públicas em Educação* (Q3). The journals with a lower impact factor, in which the other three studies were published, were Kappa Delta Pi Record, Language Testing, and Reading and Writing.

All of the researchers in this work were working at ISCED0 level, looking at pre-school children and, in the case of one communication, the parents of the children. During the analysis of the systematic literature, studies with different methods were selected. In terms of methods, the researchers used data analysis, qualitative/quantitative research, literature review and a randomised controlled trial (Table 2).

Table 2.: Characteristics of the studies included in the analysis – overview (own editing)

Researchers	Journal metria	Educational scene ¹	Study group	Method	Year	Area
Andrea M. Noel, Kathleen M. Lord, László Varga	0.9 Imp.Fact.	ISCED0	Preschool children	Interception	2019	Hungary
Rania Gennadievna Izmailova, Tatyana Gennadievna Sheinova, Ksenia Yurievna Soldatenko	Q3	ISCED0	Preschool children	Literary theory analysis Empirical research	2020	Russia
Susanna Siu-sze Yeung, Mei Lee Ng, Shen Qiao, Art Tsang	0.7 Imp.Fact.	ISCED0	Preschool children	Randomised controlled trial	2020	Hong Kong
Stephanie W. Y. Chan Wai Ming Cheung Yanli Huang Wai-Ip Lam Chin-Hsi Lin	2.400 Imp.Fact.	ISCED0	Preschool children	Intervention	2020	Hong Kong
Kristin H. Javorsky, Kelly M. Moser	Q2	ISCED0	Preschool children and parents	Qualitative/Quantitative	2021	United States

¹ A uniform international classification system for educational programmes ISCED 2011
https://www.ksh.hu/docs/osztalyozasok/isced/isced_2011_tartalom.pdf Date of download: 2022.11.22.

3. Results

During the analysis of the systematic literature, we have identified studies that investigate different aspects of early foreign language learning using different methods. As a result of the screening, theories on early foreign language acquisition were collected, attitudes and aptitudes towards this topic were summarized and the competences that children 3-6/7 develop during foreign language learning were discussed.

3.1. The development of children's foreign language vocabulary, growth of competences in foreign language learning

The method of acquiring a foreign language in kindergarten can be divided into two groups in terms of vocabulary learning: the explicit and the implicit vocabulary learning method. Researchers in Hong Kong (Yeung, Ng, Oiao and Tsang, 2020) conducted a randomized control group study in which kindergartens in Hong Kong were randomly selected and half of the children (4-6 years old) in the participating institutions were randomly assigned to the control group and the other half to the experimental group. The experimental group received Explicit Vocabulary Instruction (EVI) developed by the researchers, while the control group received Implicit Vocabulary Instruction (IVI). In these institutions, Cantonese (Chinese dialect) was the first language, but English was also introduced in everyday life. Basically, the aim of the programs is to enrich children's vocabulary (Yeung et al., 2020).

Both the EVI and the IVI involved children who had already encountered English but could not be considered to be fully conversant with it. Both programs used the same materials (four storybooks with pictures and illustrations). The children were familiar with the topics the stories were about (animals, body parts, colours, etc.). The programs were conducted in the institutions for eight weeks, twice a week, with activities lasting about 30 minutes for the children (Yeung et al., 2020).

There were differences in the pedagogical methods, because in the case of those using explicit vocabulary instruction, the professionals consciously selected the words and phrases, taking into account several factors (age of the child, interests, choice of language), and the stories were supplemented with songs, games, and the topic was dealt with in a complex way. In the case of those who used implicit vocabulary instruction, the difference emerged in that there were no pre-selected words or phrases to focus on specifically after the complex activities. In both groups, the activities were delivered by teachers from the institutions who had attended a training session given by the researchers. These educators did not have perfect English knowledge, none of them had graduated as an English teacher (Yeung et al., 2020).

The authors assume that the explicit vocabulary learning is going to be more effective in the development of the vocabulary and phonological awareness, and their hypothesis has been confirmed. Significant differences were found across all vocabulary and phoneme awareness tasks with small to large effect sizes, indicating that in addition to the target vocabulary, there were also greater improvements in receptive and expressive general vocabulary and phoneme awareness.

Russian researchers (Izmailova, Sheinova and Soldatenko, 2019) have studied the development of children's foreign language competences. According to their assumption, parental involvement is important in this regard as well, since they believe that effective cooperation between the teacher and the parent facilitates the development of children's foreign language competences. As a research method, they have chosen a literature review to identify, among others, the components of children's foreign language competence, and an important goal is to identify the role of teachers and parents in this process (Izmailova et al. 2019). As a result of the researchers' literature review, they have identified the components of foreign language competence. The social, verbal, linguistic, compensatory, and sociocultural competences are included in foreign language competence (Table 3).

Table 3.: The structure of language competences in pre-school children

The structure of senior preschool children's language competence.				
Senior preschool children's foreign language competence				
Linguistic competency	Compensatory competency	Verbal competency	Socio-cultural competency	Social competency
A preschooler's knowledge of the linguistic norms of a foreign language, in particular, the basics of phonetics, vocabulary and grammar.	The ability to use linguistic and contextual deduction, to predict a communicative situation.	The ability to receive and transmit information in a foreign language; to organize and manage communication.	The ability to feel an emotional state; expression of feelings and emotions in one's own communication.	The ability to interact with an interlocutor; mastery of ways to enter into a dialogue and to predict the reaction of the partner.

(Source: Izmailova et al., 2019, 338.)

In addition to the literature review, the researchers also conducted a control group study. Both the control and experimental groups included 55-55 children. The study also included 65 other participants: parents, nursery school staff, nursery schoolteachers and nursery school managers. As a first step in the research, the children's foreign language competence levels were assessed using a diagnostic toolkit designed and compiled by the researchers. Research was also conducted with parents, and it was found, among other things, that some parents had doubts about their child's foreign language learning, questioning whether their child could master it (Izmailova et al., 2019).

During the study, the children were completely open and interested as learning a foreign language through play raised their interest. The relationship and cooperation between teachers and parents in pre-primary education is very important. This relationship is based on trust in each other, and the identification of common goals and opportunities is relevant. The only problem that made the researchers' work somewhat more difficult was that most of the parents included in the study did not speak English but took the teacher's advice and helped their child's language learning process, which can certainly be seen as a positive aspect (Izmailova et al., 2019).

The researchers concluded that, given the right material and personnel conditions, the methods of foreign language learning found in the literature can be effective, but they require the cooperation of the teacher and the parent and the appropriate training of teachers to be able to hold such activities (Izmailova et al., 2019).

In Hong Kong, it is important to address the issue of bilingualism in kindergartens, as nearly two-thirds of kindergartens enrol bilingual children (Filipino, Indian, Nepali and Pakistani). The education organisation considers it essential that children whose mother tongue is not Chinese should be provided with an education where they can learn Chinese as early as possible so that they can be integrated into education as soon as possible (Chan, Cheung, Huang, Lam and Lin, 2020).

For the reasons mentioned above, the researchers developed the Chinese character acquisition assessment (CCAA). The first step within the CCAA was task construction. Six subtests (A-F) were developed to reflect the relationships between shapes, sounds, and meanings. Stephanie W. C. Chan and her colleagues took into account the context in which the participants were surrounded and selected the characters accordingly. In subtest A the child had to name the character, and in subtest B the child had to identify the character shapes from the pictures from four options. To ensure the success of the tests, the researchers consulted teachers about the choice of characters. In the third subtest the children were asked to read the characters, in which they had to name the character they saw in the picture, and in subtest D they had to match the pictures with the character shapes. In part E the pictures and sounds had to be matched, and in the final subtest, the character shapes had to be identified by sound. For four of these six subtests (B, D, E, F), children had to choose from a set of given options (Chan et al., 2020).

In the study 173 children aged 5-6 years from 12 kindergartens took part which can be found in three different regions of Hong Kong. All of these institutions had bilingual children, including Pakistani, Nepali Indian, Indonesian and Thai. The data collection was preceded by a training session during which participants learned about administration, children's learning needs, and had the opportunity to practice

data analysis. The data collection was conducted by graduate students in education, psychology, and literature, all of whom were native Cantonese speakers (Chan et al. 2020).

Looking at the results, it can be stated that children scored highest on associations of meaning and phoneme, and second highest on mapping from meaning to form. This instrument allows for a systematic understanding of the acquisition of Chinese characters and the CCAA method can be used to measure children who are beginning to learn Mandarin, among others (Chan et al. 2020).

Observing these studies, it can be concluded that the methods presented above have proven to be efficient in developing children's foreign language vocabulary, however the cooperation of parents and teachers are essential for success, just like the professionalism of the foreign language teachers.

3.2. Language learning methods in kindergarten

During our systematic literature review, all studies presented language learning methods that can be successfully applied in early childhood. In their study, Javorsky and Moser (2021) present the results of the FLEX (Foreign Language Exploratory) study, in which a WL (World Language) specialist visited 3-year-old children for 10 weeks during this period and worked with them and taught them French using the PVR (Preview-View-Review) method. In a study by Kearney and Barbour (2015), children who participate in WL programmes develop a specific language practice and orientation at an early age. In the PVR approach, the introduction of new content to be covered (Preview) is done in the children's primary language to activate background knowledge and expand vocabulary. This is followed by the presentation and exploration of content (View) in the language being learned, followed by a summary of the newly covered content, during which the teacher returns to the child's primary language (Review). It follows that the use of PVR through language learning can be an effective teaching approach to introduce young children to WL learning and, in addition, can encourage early language development (Javorsky and Moser, 2021).

This study shows how preschool children respond to a relatively short period of learning French. The study involved a researcher working on early childhood and a WL specialist, in addition to the teacher and the head of the institution. The professionals went to children in the same group weekly in order to give them activities lasting 30-60 minutes. The parents of the children were also interviewed, which showed that half of the children had already encountered a language other than English in the family. The children in the study mostly spoke English and/or Arabic at home (Javorsky and Moser, 2021).

On these occasions, children listen to and learn songs, stories and poems in French. They also learned about colours, numbers, animals and the names of fruits in French. These activities are designed by the professionals to always use words that are relevant to the topic at hand. The activities were all in small groups and ran in parallel, giving each child the opportunity to participate in the activity. At the end of week 10, a 14-item checklist was used by the professionals to assess the results. One by one, each child was asked about the events of the previous weeks and about their playful French learning. The primary experience of both professionals and parents was that the songs and phrases that the children had heard most often during the activities had been mastered and that they were aware of the meaning of these phrases (Javorsky and Moser, 2021).

The authors of the study mention in their writing a so-called language support ladder (Figure 2), because foreign language learning in childhood cannot be said to be linear, and therefore support for language learning needs to be provided from several angles. Basically, the methods of teaching foreign languages are not taught to pre-school teachers in higher education, but they are necessary for children's successful foreign language acquisition. Therefore, such a WL specialist is needed in addition to the family and the teacher. In the foreign language learning of 3-6/7 year old children, all three participants have an extremely important role to play - and this partnership will lead to a successful language learning process (Javorsky and Moser, 2021).



Figure 2.: Language support ladder (Source: Javorsky&Moser 2021, p. 749.)

One of the aims of this study was to explore one of the language learning programs in pre-school and to show that pre-school models can be created that result in successful language learning. This study can provide guidance for other researchers to build on in their work (Javorsky and Moser, 2021).

We have explored another method during the systematic literature analysis, which is also found in an English-language study, but the authors/researchers include the Dean of the Benedek Elek Faculty of Education and a visiting lecturer from the State University of New York. The research was conducted in a kindergarten in Hungary.

In this paper, an intervention program is presented in detail, describing the methods and activities of a kindergarten teacher. The playful foreign language activities embedded in everyday life are always related to the topic of the day, and in this study it was also the case (transport). Several researchers have shown that combining several activity areas around a theme and offering such activities to children has a positive effect on the development of the child's holistic perspective and associative abilities, among other things (Gordon and Browne 2007, Noel, Lord and Varga, 2019).

The intervention programme prepared by the authors is described in depth, covering all segments of the study. They explain in detail during which activities and how the foreign language can occur. This is perfectly followed by the kindergarten teacher and the children are provided with activities full of experiences and many opportunities to learn English. The techniques in this study can help all children, but especially children learning a second/third language (Noel et al., 2019).

Observing these studies, it can be concluded that the methods presented above have proven to be efficient in developing children's foreign language vocabulary, however the cooperation of parents and teachers are essential for success, just like the professionalism of the foreign language teachers.

4. Summary

In our systematic literature analysis, we wanted to find studies and academic papers that deal with early language learning. Our search was conducted in the EBSCO database and after filtering, 5 studies were included in the analysis. In general, we looked for studies in this search that were mostly concerned with literature analysis, conducted a control group study or worked with an intervention program in an institution.

All of the research reviewed have highlighted the importance and usefulness of early foreign language acquisition, and these findings have been supported by previous theories and research findings (Javorsky and Moser, 2021, Noel et al., 2019, Yeung et al., 2020, Chan et al., 2020).

This study has led to the discovery of a number of publications that provide a more detailed insight into the scientific literature and research on foreign language learning in childhood. Stephanie W. Y. Chan and her colleagues (2020) developed a Chinese character acquisition test that measures bilingual preschool children's ability to learn Chinese and its characters. With minor modifications, this developed method could be applied worldwide in institutions where children are learning Chinese.

During the systematic literature analysis we could read about a study of an intervention program written by American and Hungarian authors, which was implemented in a kindergarten in Hungary. The intervention is described in detail in the study (Noel et al., 2019). Russian researchers (Izmailova et al. 2019) identified children's foreign language competence and its components, and highlighted the importance of parents' and teachers' cooperation. The proper functioning of this relationship is crucial not only during foreign language activities, but also during the pupil's school years.

In their study, Javorsky and Moser (2021) introduced a foreign language learning method called FLEX (Foreign Language Exploratory). Over a ten-week period, a WL (World Language) specialist visited a group of preschool children and conducted a foreign language activity. At the end of the period, he assessed the children on a series of tests and found that they had mastered the songs, words and phrases they regularly heard and were aware of their meaning. The researchers also explain in their research the importance of the language support ladder (Javorsky and Moser, 2021).

Yeung (2020) and colleagues investigated explicit and implicit vocabulary learning technique among preschool children using a control group study. The researchers found that explicit vocabulary instruction is more effective because teachers build activities around a word or phrase, select it purposefully, and direct the whole activity in that direction, which results in the child acquiring the phrase more easily and quickly. Implicit, on the other hand, does not have a target vocabulary, but leaves the teacher more freedom to pursue the activity, making foreign language learning less effective (Yeung et al., 2020).

In conclusion, in most cases the development of children's vocabulary is the main focus in the methods of foreign language acquisition, mostly through the processing of topics that are close to the pupil's heart. In all cases, the preparation of the teacher of the foreign language is of the utmost importance, as it enables the child to become familiar with the language. Some studies emphasised the practical side of early language learning which can be used by practicing kindergarten teachers in their institutions.

5. Limitations

In our opinion, it is important to point out that the systematic literature analysis did not include all the relevant studies and books on the subject, which is one of the drawbacks of the method.

Bibliography

2011. évi CXCV. törvény a nemzeti köznevelésről

Babinszky, P. (1983). Az idegennyelv-tanulás és az életkor kapcsolatáról. *Módszertani közlemények*, 5(23) 295–299.

Bialystok, E., Poarch, G. J. (2014). Language experience changes language and cognitive ability. *Zeitschrift für Erziehungswissenschaft*, 17(3) 433–446. DOI: <https://doi.org/10.1007/s11618-014-0491-8>

Chan, S. W. Y., Cheung, W. M., Huang, Y., Lam, W.-I., & Lin, C.-H. (2020). Development and validation of a Chinese character acquisition assessment for second-language kindergarteners. *Language Testing*, 37(2), 215–234. <https://doi.org/10.1177/0265532219876527>

Golnhofer, E., Szabolcs, É. (2005): *Gyermekkor: nézőpontok, narratívák*. Eötvös József Könyvkiadó, Budapest

Gordon, A. M., & Browne, K. W. (2007). *Beginnings and beyond: Foundations in early childhood education (7th ed.)*. Clifton Park, NY: Thompson

Hegedűs, R. (2015). The situation of social science graduates in Hungary. In: Hatos, Adrian (szerk.): *Riding the Wave. Social Science Curriculum and Teaching in Higher Education in an Age of Crisis. Proceedings of interacional conference*. Oradea, 5-6. november 2015. Presa Universitară Clujeană – Editura Universității din Oradea. 23–42. Cluj-Napoca – Oradea.

- Izmailova, R. G., Sheinova, T. G., Soldatenko, K. Y. (2019). Pedagogical conditions for the formation of senior preschool children's foreign language competence. *Ensaio: Avaliação e Políticas Públicas em Educação*, 28, 335-361. DOI: <https://doi.org/10.1590/S0104-40362019002702007>
- Javorsky, K. H., & Moser, K. M. (2021). The impact of exploratory French instruction on child and Family attitudes and aptitudes for learning world languages in preschool. *Early Childhood Education Journal*, 49(4), 739-750.
- Kamarási, V., Mogyorósy, G. (2015). Szisztematikus irodalmi áttekintések módszertana és jelentősége. Segítség a diagnosztikus és terápiás döntésekhez. *Orvosi Hetilap*, 156(38), 1523-1531. DOI: <https://doi.org/10.1556/650.2015.30255>
- Kearney, E., Barbour, A. (2015). Embracing, contesting and negotiating new languages: Young children's early socialization into foreign language learning. *Linguistics and Education*, 31, 159-173. DOI: <https://doi.org/10.1016/j.linged.2015.07.005>
- Kovács, I. J., & Czachesz, E. (2021). Mit szeretnének a szülők? Korai nyelvtanulás az óvodában. *Iskolakultúra*, 31(10), 16-37. <https://doi.org/10.14232/ISKKULT.2021.10.16>
- Liberati, A., Altman, D. G., Tetzlaff, J., et al. (2009): The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: explanation and elaboration. *BMJ*, 2009, 339, b2700. DOI: 10.1371/journal.pmed.1000100
- Pásztor, E. J. (2019): A játékos idegennyelvi-foglalkozások megjelenése a magyarországi óvodákban 1959-től napjainkig, különös tekintettel a soproni és Sopron környéki óvodákra (Doktori disszertáció). Eötvös Lóránd Tudományegyetem Pedagógiai és Pszichológiai Kar Neveléstudományi Doktori Program
Pedagógiatörténet Program.
https://www.ppk.elte.hu/dstore/document/222/doktorjelolt_pasztorenikojudit_disszertacio.pdf
2022.11.06.
- Met, M., Phillips, J. K. (1999). *Foreign Languages Curriculum Handbook*. ASCD.
- Navracsics, J. (1999). *A kétnyelvű gyermek*. Corvina. Budapest.
- Noel, A. M., Lord, K. M., & Varga, L. (2019). Supporting Second Language Vocabulary: A Scenario From Hungarian Preschools. *Kappa Delta Pi Record*, 55(1), 24-29. DOI: <https://doi.org/10.1080/00228958.2019.1549437>
- OECD (2017). Starting Strong 2017. Key OECD Indicators on Early Childhood Education and Care. *Starting Strong*, OECD Publishing. DOI: <https://doi.org/10.1787/9789264276116-en>
- Poyraz, Haticeve Hale, Dere (2001). *Principles and Methods in Preschool Education (2nd Edition)*. Ankara: Anı Publications
- Sominé Hrebik, O. (2011). Az anyanyelv-elsajátítás és az idegennyelvtanulás összefüggéseinek megközelítései – egy közös értelmezési keret lehetősége. *Magyar Pedagógia*, 111(1) 53-77.
- United Nations General Assembly (2015). Trans-forming our world: the 2030 Agenda for Sustainable Development. A/RES/70/1. Resolution adopted by the General Assembly on 25 September 2015. <https://sdgs.un.org/2030agenda> 2022.11.16.
- Vildomec, V. (1963). *Multilingualism. General Linguistics and Psychology of Speech*. Leyden. Sythoff.
- Yeung, S. S. S., Ng, M. L., Qiao, S., & Tsang, A. (2020). Effects of explicit L2 vocabulary instruction on developing kindergarten children's target and general vocabulary and phonological awareness. *Reading and Writing*, 33(3), 671-689 DOI: <https://doi.org/10.1007/s11145-019-09982-3>
- Yilmaz, R. M., Topu, F. B., & Takkaç Tulgar, A. (2022). An examination of the studies on foreign language teaching in pre-school education: A bibliometric mapping analysis. *Computer Assisted Language Learning*, 35(3), 270-293.

Authors

Réka Mándoki, University of Debrecen, Debrecen (Hungary). E-mail: rmandoki@gmail.com