

## ELLRA statement on equality, diversity and inclusion in early language learning research

As an international association, ELLRA aspires to connect with institutions and individuals who have scholarly interests in early language learning (ELL). The Association is committed to social justice worldwide, with a particular focus on the ways that ELL research can help to further this goal. ELLRA welcomes the rich tapestry of global research into ELL by making events relevant to a diverse membership and removing barriers to their participation. Currently, ELL scholarship has representational imbalances regarding languages, geographical regions, genders, ethnicities, educational contexts, and other characteristics. Positive actions will be taken by ELLRA to increase the representation of less visible groups within ELL scholarship through our events and dissemination channels. Planned actions include a Global Membership Fund during the Association's first mandate to support colleagues in lower-income contexts with their membership fees.

ELLRA encourages a mainstreaming approach whereby social justice, diversity and inclusion are embedded within members' research. The Association wishes to not only disseminate research about dominant languages, we welcome research into the learning and teaching of minority languages, indigenous languages and sign languages. ELLRA advocates for increased recognition of multilingualism as an important resource for children's well-being, identity construction and communication. Members are encouraged to regard children as emerging multilinguals, capable of managing multiple linguistic systems and making language choices. ELLRA advocates that members, through their research and work in teacher education, help to promote a deeper understanding of early language learning in multilingual contexts, especially within formal educational settings.

The Association recognizes the contributions of international / national / regional large-scale testing and questionnaire studies in ELL to identify differences, to evidence inclusion, and to provide the ELL field with key overviews and trends. These studies are frequently required as baseline data for grant applications, programme innovations, and interventions, and therefore, research about children is both necessary and valuable. In accordance with the *United Nations Convention on the Rights of the Child* (1989), members are encouraged to recognize the potential of early language learners as active research participants, and as such, ELLRA also advocates for research *with* and *for* (rather than *on*) children. The Association affirms its commitment to research about, with and for children by sharing sound ethical research practices, such as the elicitation of children's informed consent and the adoption of protocols for their safe participation in data collection.

The Executive Committee members are open to suggestions about how ELLRA can further equality, diversity and inclusion within the Association. Please contact the Communications Director with ideas and/or recommendations: [info@ellra.org](mailto:info@ellra.org)

### Reference

United Nations. (1989). *The United Nations convention on the rights of the child*. Available: <https://www.ohchr.org/sites/default/files/crc.pdf>