**APPENDIX 1. Top 100 publications Average per Year table.**

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| --- | --- | --- | --- |
| **Ranking** | **Referencias** | **Average Per Year** | **Total Of Citations** |
| 1 | Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18months. *Developmental Science*, *16*(2), 234–248. <https://doi.org/10.1111/desc.12019>  | 58,55 | 644 |
| 2 | Kuhl, P. K. (2010). Brain Mechanisms in Early Language Acquisition. *Neuron*, *67*(5), 713–727. <https://doi.org/10.1016/j.neuron.2010.08.038>  | 26,43 | 370 |
| 3 | Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, *29*(4), 715–733. <https://doi.org/10.1016/j.ecresq.2014.05.008>  | 18,30 | 183 |
| 4 | Sullivan, A., & Bers, M. U. (2016). Robotics in the early childhood classroom: Learning outcomes from an 8-week robotics curriculum in pre-kindergarten through second grade. *International Journal of Technology and Design Education*, *26*(1), 3–20. <https://doi.org/10.1007/s10798-015-9304-5>  | 16,88 | 135 |
| 5 | Piller, I., & Gerber, L. (2021). Family language policy between the bilingual advantage and the monolingual mindset. *International Journal of Bilingual Education and Bilingualism*, *24*(5), 622–635. <https://doi.org/10.1080/13670050.2018.1503227>  | 15,00 | 45 |
| 6 | Kayi-Aydar, H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, *45*, 94–103. <https://doi.org/10.1016/j.tate.2014.09.009>  | 14,89 | 134 |
| 7 | Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, *50*(3), 301–346. <https://doi.org/10.1017/S0261444817000088>  | 13,71 | 96 |
| 8 | Birdsong, D. (2018). Plasticity, Variability and Age in Second Language Acquisition and Bilingualism. *Frontiers in Psychology*, *9*, 81. <https://doi.org/10.3389/fpsyg.2018.00081> | 12,33 | 74 |
| 9 | Paradis, J., & Jia, R. (2017). Bilingual children’s long-term outcomes in English as a second language: Language environment factors shape individual differences in catching up with monolinguals. *Developmental Science*, *20*(1), e12433. <https://doi.org/10.1111/desc.12433>  | 11,29 | 158 |
| 10 | DeKeyser, R., Alfi-Shabtay, I., & Ravd, D. (2010). Cross-linguistic evidence for the nature of age effects in second language acquisition. *Applied Psycholinguistics*, *31*(3), 413–438. <https://doi.org/10.1017/S0142716410000056> | 9,50 | 133 |
| 11 | Wang, S., & Vasquez, C. (2012). Web 2.0 and Second Language Learning: What Does the Research Tell Us? *Calico Journal*, *29*(3), 412–430. <https://doi.org/10.11139/cj.29.3.412-430> | 9,42 | 113 |
| 12 | Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research (2004-2014). *Language Teaching*, *48*(3), 303–342. <https://doi.org/10.1017/S0261444815000105> | 8,78 | 79 |
| 13 | Begus, K., Gliga, T., & Southgate, V. (2016). Infants’ preferences for native speakers are associated with an expectation of information. *Proceedings of the National Academy of Sciences of the United States of America*, *113*(44), 12397–12402. <https://doi.org/10.1073/pnas.1603261113> | 8,63 | 69 |
| 14 | Westlund, J. M. K., Jeong, S., Park, H. W., Ronfard, S., Adhikari, A., Harris, P. L., DeSteno, D., & Breazeal, C. L. (2017). Flat vs. Expressive Storytelling: Young Children’s Learning and Retention of a Social Robot’s Narrative. *Frontiers in Human Neuroscience*, *11*, 295. <https://doi.org/10.3389/fnhum.2017.00295> | 8,14 | 57 |
| 15 | Munoz, C. (2014). Contrasting Effects of Starting Age and Input on the Oral Performance of Foreign Language Learners. *Applied Linguistics*, *35*(4), 463–482. <https://doi.org/10.1093/applin/amu024> | 7,80 | 78 |
| 16 | Seidl, A., & Cristia, A. (2012). Infants’ learning of phonological status. *Frontiers in Psychology*, *3*, 448. <https://doi.org/10.3389/fpsyg.2012.00448> | 7,75 | 93 |
| 17 | Paradis, J., & Kirova, A. (2014). English second-language learners in preschool: Profile effects in their English abilities and the role of home language environment. *International Journal of Behavioral Development*, *38*(4), 342–349. <https://doi.org/10.1177/0165025414530630> | 7,00 | 49 |
| 18 | Brenders, P., van Hell, J. G., & Dijkstra, T. (2011). Word recognition in child second language learners: Evidence from cognates and false friends. *Journal of Experimental Child Psychology*, *109*(4), 383–396. <https://doi.org/10.1016/j.jecp.2011.03.012> | 5,77 | 75 |
| 19 | Granena, G. (2013). Individual Differences in Sequence Learning Ability and Second Language Acquisition in Early Childhood and Adulthood. *Language Learning*, *63*(4), 665–703. <https://doi.org/10.1111/lang.12018> | 5,73 | 63 |
| 20 | Theoharis, G., & O’Toole, J. (2011). Leading Inclusive ELL: Social Justice Leadership for English Language Learners. *Educational Administration Quarterly*, *47*(4), 646–688. <https://doi.org/10.1177/0013161X11401616> | 5,69 | 74 |
| 21 | Sansavini, A., Pentimonti, J., Justice, L., Guarini, A., Savini, S., Alessandroni, R., & Faldella, G. (2014). Language, motor and cognitive development of extremely preterm children: Modeling individual growth trajectories over the first three years of life. *Journal of Communication Disorders*, *49*, 55–68. <https://doi.org/10.1016/j.jcomdis.2014.02.005>  | 5,50 | 55 |
| 22 | Nikolov, M., & Djigunovic, J. M. (2011). All Shades of Every Color: An Overview of Early Teaching and Learning of Foreign Languages. *Annual Review of Applied Linguistics*, *31*, 95–119. <https://doi.org/10.1017/S0267190511000183> | 5,46 | 71 |
| 23 | van Heugten, M., & Johnson, E. K. (2014). Learning to Contend With Accents in Infancy: Benefits of Brief Speaker Exposure. *Journal of Experimental Psychology-General*, *143*(1), 340–350. <https://doi.org/10.1037/a0032192> | 5,40 | 54 |
| 24 | Kuhl, P. K. (2011). Early Language Learning and Literacy: Neuroscience Implications for Education. Mind Brain and Education, 5(3), 128–142. <https://doi.org/10.1111/j.1751-228X.2011.01121.x>  | 5,31 | 69 |
| 25 | Yilmaz, R. M., Topu, F. B., & Takkac 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. <https://doi.org/10.1080/09588221.2019.1681465> | 5,20 | 26 |
| 26 | Landry, S. H., Swank, P. R., Anthony, J. L., & Assel, M. A. (2011). An experimental study evaluating professional development activities within a state funded pre-kindergarten program. *Reading and Writing*, *24*(8), 971–1010. <https://doi.org/10.1007/s11145-010-9243-1> | 5,08 | 66 |
| 27 | Bice, K., & Kroll, J. F. (2015). Native language change during early stages of second language learning. *Neuroreport*, *26*(16), 966–971. <https://doi.org/10.1097/WNR.0000000000000453> | 5,00 | 45 |
| 28 | Moreno, S., Lee, Y., Janus, M., & Bialystok, E. (2015). Short-Term Second Language and Music Training Induces Lasting Functional Brain Changes in Early Childhood. *Child Development*, *86*(2), 394–406. <https://doi.org/10.1111/cdev.12297> | 4,89 | 44 |
| 29 | Hopp, H., Vogelbacher, M., Kieseier, T., & Thoma, D. (2019). Bilingual advantages in early foreign language learning: Effects of the minority and the majority language. *Learning and Instruction*, *61*, 99–110. <https://doi.org/10.1016/j.learninstruc.2019.02.001> | 4,60 | 23 |
| 30 | White, E. J., Hutka, S. A., Williams, L. J., & Moreno, S. (2013). Learning, neural plasticity and sensitive periods: Implications for language acquisition, music training and transfer across the lifespan. *Frontiers in Systems Neuroscience*, *7*. <https://doi.org/10.3389/fnsys.2013.00090> | 4,55 | 50 |
| 31 | Redondo, B., Cozar-Gutierrez, R., Antonio Gonzalez-Calero, J., & Sanchez Ruiz, R. (2020). Integration of Augmented Reality in the Teaching of English as a Foreign Language in Early Childhood Education. *Early Childhood Education Journal*, *48*(2), 147–155. <https://doi.org/10.1007/s10643-019-00999-5> | 4,40 | 22 |
| 32 | Boerma, T., & Blom, E. (2017). Assessment of bilingual children: What if testing both languages is not possible? *Journal of Communication Disorders*, *66*, 65–76. <https://doi.org/10.1016/j.jcomdis.2017.04.001> | 4,29 | 30 |
| 33 | Butler, Y. G. (2014). Parental factors and early English education as a foreign language: A case study in Mainland China. *Research Papers in Education*, *29*(4), 410–437. <https://doi.org/10.1080/02671522.2013.776625> | 4,20 | 42 |
| 34 | Jared, D., Cormier, P., Levy, B. A., & Wade-Woolley, L. (2011). Early Predictors of Biliteracy Development in Children in French Immersion: A 4-Year Longitudinal Study. *Journal of Educational Psychology*, *103*(1), 119–139. <https://doi.org/10.1037/a0021284> | 4,15 | 54 |
| 35 | Kleemans, T., Segers, E., & Verhoeven, L. (2011). Cognitive and linguistic precursors to numeracy in kindergarten: Evidence from first and second language learners. *Learning and Individual Differences*, *21*(5), 555–561. <https://doi.org/10.1016/j.lindif.2011.07.008> | 4,08 | 53 |
| 36 | Goodrich, J. M., & Lonigan, C. J. (2017). Language-Independent and Language-Specific Aspects of Early Literacy: An Evaluation of the Common Underlying Proficiency Model. *Journal of Educational Psychology*, *109*(6), 782–793. <https://doi.org/10.1037/edu0000179> | 4,00 | 28 |
| 37 | Ramirez, G., Chen, X., Geva, E., & Luo, Y. (2011). Morphological awareness and word reading in English language learners: Evidence from Spanish- and Chinese-speaking children. *Applied Psycholinguistics*, *32*(3), 601–618. <https://doi.org/10.1017/S0142716411000233> | 3,92 | 51 |
| 38 | Paradis, J., Emmerzael, K., & Duncan, T. S. (2010). Assessment of English language learners: Using parent report on first language development. *Journal of Communication Disorders*, *43*(6), 474–497. <https://doi.org/10.1016/j.jcomdis.2010.01.002> | 3,90 | 39 |
| 39 | Kaplan, R., Baldauf, R., & Kamwangamalu, N. (2011). Why educational language plans sometimes fail. *Current Issues in Language Planning*, *12*(2), 105–124. <https://doi.org/10.1080/14664208.2011.591716> | 3,85 | 50 |
| 40 | Nikolopoulou, K., Akriotou, D., & Gialamas, V. (2019). Early Reading Skills in English as a Foreign Language Via ICT in Greece: Early Childhood Student Teachers’ Perceptions. *Early Childhood Education Journal*, *47*(5), 597–606. <https://doi.org/10.1007/s10643-019-00950-8> | 3,80 | 19 |
| 41 | Oh, J. S., Au, T. K.-F., & Jun, S.-A. (2010). Early childhood language memory in the speech perception of international adoptees. *Journal of Child Language*, *37*(5), 1123–1132. <https://doi.org/10.1017/S0305000909990286> | 3,79 | 53 |
| 42 | Lindholm-Leary, K. (2014). Bilingual and biliteracy skills in young Spanish-speaking low-SES children: Impact of instructional language and primary language proficiency. *International Journal of Bilingual Education and Bilingualism*, *17*(2), 144–159. <https://doi.org/10.1080/13670050.2013.866625> | 3,70 | 37 |
| 43 | Conboy, B. T., Brooks, R., Meltzoff, A. N., & Kuhl, P. K. (2015). Social Interaction in Infants’ Learning of Second-Language Phonetics: An Exploration of Brain-Behavior Relations. *Developmental Neuropsychology*, *40*(4), 216–229. <https://doi.org/10.1080/87565641.2015.1014487>  | 3,67 | 33 |
| 44 | Lasagabaster, D., & Doiz, A. (2016). CLIL students’ perceptions of their language learning process: Delving into self-perceived improvement and instructional preferences. *Language Awareness*, *25*(1–2), 110–126. <https://doi.org/10.1080/09658416.2015.1122019> | 3,38 | 27 |
| 45 | Christiner, M., & Reiterer, S. M. (2018). Early Influence of Musical Abilities and Working Memory on Speech Imitation Abilities: Study with Pre-School Children. *Brain Sciences*, *8*(9), 169. <https://doi.org/10.3390/brainsci8090169> | 3,33 | 20 |
| 46 | Goriot, C., Broersma, M., McQueen, J. M., Unsworth, S., & van Hout, R. (2018). Language balance and switching ability in children acquiring English as a second language. *Journal of Experimental Child Psychology*, *173*, 168–186. <https://doi.org/10.1016/j.jecp.2018.03.019> | 3,33 | 20 |
| 47 | Hofer, B., & Jessner, U. (2019). Multilingualism at the primary level in South Tyrol: How does multilingual education affect young learners’ metalinguistic awareness and proficiency in L1, L2 and L3? *Language Learning Journal*, *47*(1), 76–87. <https://doi.org/10.1080/09571736.2016.1195865> | 3,20 | 16 |
| 48 | Yesil-Dagli, U. (2011). Predicting ELL students’ beginning first grade English oral reading fluency from initial kindergarten vocabulary, letter naming, and phonological awareness skills. *Early Childhood Research Quarterly*, *26*(1), 15–29. <https://doi.org/10.1016/j.ecresq.2010.06.001> | 3,15 | 41 |
| 49 | Izura, C., Perez, M. A., Agallou, E., Wright, V. C., Marin, J., Stadthagen-Gonzalez, H., & Ellis, A. W. (2011). Age/order of acquisition effects and the cumulative learning of foreign words A word training study. *Journal of Memory and Language*, *64*(1), 32–58. <https://doi.org/10.1016/j.jml.2010.09.002> | 3,08 | 40 |
| 53 | Leigh, P., Nievar, M. A., & Nathans, L. (2011). Maternal Sensitivity and Language in Early Childhood: A Test of the Transactional Model. *Perceptual and Motor Skills*, *113*(1), 281–299. <https://doi.org/10.2466/10.17.21.28.PMS.113.4.281-299> | 3,00 | 9 |
| 52 | Kuo, L.-J., & Anderson, R. C. (2012). Effects of early bilingualism on learning phonological regularities in a new language. *Journal of Experimental Child Psychology*, *111*(3), 455–467. <https://doi.org/10.1016/j.jecp.2011.08.013> | 3,00 | 39 |
| 51 | Reynolds, B. L., Ha, X. V., Ding, C., Zhang, X., Liu, S., & Ma, X. (2022). Pre-Service Teachers Learning to Teach English to Very Young Learners in Macau: Do Beliefs Trump Practice? *Behavioral Sciences*, *12*(2), 19. <https://doi.org/10.3390/bs12020019> | 3,00 | 36 |
| 50 | Reynolds, B. L., Liu, S., Ha, X. V., Zhang, X., & Ding, C. (2021). Pre-service Teachers Learning to Teach English as a Foreign Language to Preschool Learners in Macau: A Longitudinal Study. *Frontiers in Psychology*, *12*, 720660. <https://doi.org/10.3389/fpsyg.2021.720660> | 3,00 | 6 |
| 54 | Yeung, S. S., & Chan, C. K. K. (2013). Phonological awareness and oral language proficiency in learning to read English among Chinese kindergarten children in Hong Kong. *British Journal of Educational Psychology*, *83*(4), 550–568. <https://doi.org/10.1111/j.2044-8279.2012.02082.x> | 2,91 | 32 |
| 55 | Costa-Giomi, E., & Ilari, B. (2014). Infants’ Preferential Attention to Sung and Spoken Stimuli. *Journal of Research in Music Education*, *62*(2), 188–194. <https://doi.org/10.1177/0022429414530564> | 2,90 | 29 |
| 56 | Baumert, J., Fleckenstein, J., Leucht, M., Koeller, O., & Moeller, J. (2020). The Long-Term Proficiency of Early, Middle, and Late Starters Learning English as a Foreign Language at School: A Narrative Review and Empirical Study. *Language Learning*, *70*(4), 1091–1135. <https://doi.org/10.1111/lang.12414> | 2,75 | 11 |
| 57 | Gorman, B. K. (2012). Relationships Between Vocabulary Size, Working Memory, and Phonological Awareness in Spanish-Speaking English Language Learners. *American Journal of Speech-Language Pathology*, *21*(2), 109–123. [https://doi.org/10.1044/1058-0360(2011/10-0063)](https://doi.org/10.1044/1058-0360%282011/10-0063%29) | 2,50 | 30 |
| 58 | Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language Culture and Curriculum*, *25*(2), 139–156. <https://doi.org/10.1080/07908318.2012.678854> | 2,50 | 30 |
| 59 | Hickey, T. M., Lewis, G., & Baker, C. (2014). How deep is your immersion? Policy and practice in Welsh-medium preschools with children from different language backgrounds. *International Journal of Bilingual Education and Bilingualism*, *17*(2), 215–234. <https://doi.org/10.1080/13670050.2013.866629> | 2,40 | 24 |
| 60 | Thordardottir, E. T., & Juliusdottir, A. G. (2013). Icelandic as a second language: A longitudinal study of language knowledge and processing by school-age children. *International Journal of Bilingual Education and Bilingualism*, *16*(4), 411–435. <https://doi.org/10.1080/13670050.2012.693062> | 2,18 | 24 |
| 61 | Jalongo, M. R., & Sobolak, M. J. (2011). Supporting Young Children’s Vocabulary Growth: The Challenges, the Benefits, and Evidence-Based Strategies. *Early Childhood Education Journal*, *38*(6), 421–429. <https://doi.org/10.1007/s10643-010-0433-x> | 2,08 | 27 |
| 62 | Ojima, S., Matsuba-Kurita, H., Nakamura, N., Hoshino, T., & Hagiwara, H. (2011). Age and amount of exposure to a foreign language during childhood: Behavioral and ERP data on the semantic comprehension of spoken English by Japanese children. *Neuroscience Research*, *70*(2), 197–205. <https://doi.org/10.1016/j.neures.2011.01.018> | 2,08 | 27 |
| 65 | Silva-Corvalan, C. (2018). Simultaneous bilingualism: Early developments, incomplete later outcomes? *International Journal of Bilingualism*, *22*(5), 497–512. <https://doi.org/10.1177/1367006916652061> | 2,00 | 10 |
| 64 | Fox, R., Corretjer, O., & Webb, K. (2019). Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2012-2019. *Foreign Language Annals*, *52*(4), 699–726. <https://doi.org/10.1111/flan.12424> | 2,00 | 6 |
| 63 | Nikolov, M., & Timpe-Laughlin, V. (2021). Assessing young learners’ foreign language abilities. *Language Teaching*, *54*(1), 1–37. <https://doi.org/10.1017/S0261444820000294> | 2,00 | 12 |
| 66 | Yoshimura, Y., Kikuchi, M., Ueno, S., Shitamichi, K., Remijn, G. B., Hiraishi, H., Hasegawa, C., Furutani, N., Oi, M., Munesue, T., Tsubokawa, T., Higashida, H., & Minabe, Y. (2014). A longitudinal study of auditory evoked field and language development in young children. *Neuroimage*, *101*, 440–447. <https://doi.org/10.1016/j.neuroimage.2014.07.034> | 1,90 | 19 |
| 68 | Laurent, A., & Martinot, C. (2010). Bilingualism and phonological awareness: The case of bilingual (French-Occitan) children. *Reading and Writing*, *23*(3–4), 435–452. <https://doi.org/10.1007/s11145-009-9209-3> | 1,86 | 26 |
| 67 | Alamillo, L., Yun, C., & Bennett, L. H. (2017). Translanguaging in a Reggio-inspired Spanish dual-language immersion programme. *Early Child Development and Care*, *187*(3–4), 469–486. <https://doi.org/10.1080/03004430.2016.1236091> | 1,86 | 13 |
| 69 | Lee, M. C. L., Krishnamoorthy, K., & Rong, Y. J. (2019). The Role of Negotiated Interaction in L2 Vocabulary Acquisition among Primary ESL Learners. *3l-Language Linguistics Literature-the Southeast Asian Journal of English Language Studies*, *25*(2), 1–21. <https://doi.org/10.17576/3L-2019-2502-01> | 1,80 | 9 |
| 70 | Liang, L., Li, H., & Chik, A. (2020). Two countries, one policy: A comparative synthesis of early childhood English language education in China and Australia. *Children and Youth Services Review*, *118*, 105386. <https://doi.org/10.1016/j.childyouth.2020.105386> | 1,75 | 7 |
| 71 | de Wolf, S., Smit, N., & Lowie, W. (2017). Influences of early English language teaching on oral fluency. *Elt Journal*, *71*(3), 341–353. <https://doi.org/10.1093/elt/ccw115> | 1,71 | 12 |
| 72 | Sawyer, B. E., Manz, P. H., & Martin, K. A. (2017). Supporting preschool dual language learners: Parents’ and teachers’ beliefs about language development and collaboration. *Early Child Development and Care*, *187*(3–4), 707–726. <https://doi.org/10.1080/03004430.2016.1163548> | 1,71 | 12 |
| 74 | Bjorklund, S., Mard-Miettinen, K., & Savijarvi, M. (2014). Swedish immersion in the early years in Finland. *International Journal of Bilingual Education and Bilingualism*, *17*(2), 197–214. <https://doi.org/10.1080/13670050.2013.866628> | 1,60 | 16 |
| 75 | Granena, G. (2014). Language Aptitude and Long-term Achievement in Early Childhood L2 Learners. *Applied Linguistics*, *35*(4), 483–503. <https://doi.org/10.1093/applin/amu013> | 1,60 | 8 |
| 73 | Andugar, A., Cortina Perez, B., & Tornel, M. (2019). Foreign language treatment in Pre-Primary Education in the different autonomous regions in Spain. *Profesorado-Revista De Curriculum Y Formacion De Profesorado*, *23*(1), 467–487. <https://doi.org/10.30827/profesorado.v23i1.9163> | 1,60 | 16 |
| 76 | Manan, S. A., David, M. K., & Dumanig, F. P. (2015). Disjunction between language policy and children’s sociocultural ecology—An analysis of English-medium education policy in Pakistan. *Language and Education*, *29*(5), 453–473. <https://doi.org/10.1080/09500782.2015.1046882> | 1,56 | 14 |
| 79 | Alstad, G. T., & Tkachenko, E. (2018). Teachers’ Beliefs and Practices in Creating Multilingual Spaces: The Case of English Teaching in Norwegian Early Childhood Education. In M. Schwartz (Ed.), *Preschool Bilingual Education: Agency in Interactions Between Children, Teachers, and Parents* (Vol. 25, pp. 245–282). Springer. <https://doi.org/10.1007/978-3-319-77228-8_9> | 1,50 | 9 |
| 80 | Lockiewicz, M., Sarzala-Przybylska, Z., & Lipowska, M. (2018). Early Predictors of Learning a Foreign Language in Pre-school—Polish as a First Language, English as a Foreign Language. *Frontiers in Psychology*, *9*, 1813. <https://doi.org/10.3389/fpsyg.2018.01813> | 1,50 | 6 |
| 77 | Scheffler, P., Jones, C., & Dominska, A. (2021). The Peppa Pig television series as input in pre-primary EFL instruction: A corpus-based study. *International Journal of Applied Linguistics*, *31*(1), 3–17. <https://doi.org/10.1111/ijal.12298> | 1,50 | 6 |
| 78 | Cadierno, T., Hansen, M., Lauridsen, J. T., Eskildsen, S. W., Fenyvesi, K., Jensen, S. H., & Wieschen, M. V. A. D. (2020). Does younger mean better? Age of onset, learning rate and short- term L2 proficiency in young Danish learners of English. *Vial-Vigo International Journal of Applied Linguistics*, *17*, 57–86. <https://doi.org/10.35869/vial.v0i17.1465> | 1,50 | 9 |
| 81 | Andugar, A., & Cortina-Perez, B. (2018). EFL Teachers’ Reflections on Their Teaching Practice in Spanish Preschools: A Focus on Motivation. In M. Schwartz (Ed.), *Preschool Bilingual Education: Agency in Interactions Between Children, Teachers, and Parents* (Vol. 25, pp. 219–244). Springer. <https://doi.org/10.1007/978-3-319-77228-8_8> | 1,33 | 8 |
| 82 | Waddington, J., Coto Bernal, S., & Siques Jofre, C. (2018). Creating and evaluating a foreign language area in an early childhood setting. *European Early Childhood Education Research Journal*, *26*(3), 334–346. <https://doi.org/10.1080/1350293X.2018.1462998> | 1,33 | 8 |
| 83 | Sundara, M., Ward, N., Conboy, B., & Kuhl, P. K. (2020). Exposure to a second language in infancy alters speech production. *Bilingualism-Language and Cognition*, *23*(5), 978–991. <https://doi.org/10.1017/S1366728919000853> | 1,25 | 5 |
| 85 | Hickey, T. M., & de Mejia, A.-M. (2014). Immersion education in the early years: A special issue. *International Journal of Bilingual Education and Bilingualism*, *17*(2), 131–143. <https://doi.org/10.1080/13670050.2013.866624> | 1,20 | 12 |
| 84 | Gomez-Dominguez, M., Carmen Fonseca-Mora, M., & Machancoses, F. H. (2019). First and foreign language early reading abilities: The influence of musical perception. *Psychology of Music*, *47*(2), 213–224. <https://doi.org/10.1177/0305735617746734> | 1,20 | 6 |
| 86 | Cadierno, T., & Eskildsen, S. W. (2018). The younger, the better?: A usage-based approach to learning and teaching of English in Danish primary schools. *European Journal of Applied Linguistics*, *6*(1), 171–182. <https://doi.org/10.1515/eujal-2017-0018> | 1,17 | 7 |
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**APPENDIX 2. Co-occurrences table**

|  |  |
| --- | --- |
| **KEYWORD** | **OCCURRENCES** |
| Acquisition | 19 |
| English | 18 |
| Language | 18 |
| Bilingualism | 14 |
| Children | 12 |
| Vocabulary | 12 |
| Phonological awareness | 9 |
| Teachers | 9 |
| Language development | 8 |
| Skills | 8 |
| Education | 7 |
| 2nd-language | 6 |
| 2nd-language acquisition | 6 |
| Learners | 6 |
| Performance | 6 |
| Achievement | 5 |
| Attention | 5 |
| Bilingual | 5 |
| Early childhood | 5 |
| Experience | 5 |
| Impairment | 5 |
| Knowledge | 5 |
| Literacy | 5 |
| Preschool | 5 |
| Proficiency | 5 |
| Spanish | 5 |
| Speech-perception | 5 |
| Technology | 5 |
| Working-memory | 5 |
| Age | 4 |
| Critical period | 4 |
| Early foreign language learning | 4 |
| Efl | 4 |
| English language learners | 4 |
| Exposure | 4 |
| Individual-differences | 4 |
| Infants | 4 |
| Instruction | 4 |
| Intervention | 4 |
| Kindergarten | 4 |
| Literacy development | 4 |
| Outcomes | 4 |
| Predictors | 4 |
| Preschool-children | 4 |
| Second language learning | 4 |
| Short-term-memory | 4 |
| Vocabulary acquisition | 4 |
| Young learners | 4 |
| 1st | 3 |
| 2nd language | 3 |
| Awareness | 3 |
| Bilingual education | 3 |
| Chinese | 3 |
| Comprehension | 3 |
| Early childhood education | 3 |
| Early literacy | 3 |
| English as a foreign language | 3 |
| Event-related potentials | 3 |
| Foreign language teaching | 3 |
| Foreign-language | 3 |
| French immersion | 3 |
| Growth | 3 |
| Impact | 3 |
| Input | 3 |
| L1 | 3 |
| Maturational constraints | 3 |
| Memory | 3 |
| Multilingualism | 3 |
| Nonword repetition | 3 |
| Perception | 3 |
| Pre-primary education | 3 |
| Programs | 3 |
| Reading-comprehension | 3 |
| Sensitivity | 3 |
| Social-interaction | 3 |
| Socioeconomic-status | 3 |
| Speech | 3 |
| Starting age | 3 |
| Word recognition | 3 |
| Working memory | 3 |
| 1st year | 2 |
| Age constraints | 2 |
| Aptitude | 2 |
| Auditory-cortex | 2 |
| Biliteracy | 2 |
| Brain | 2 |
| China | 2 |
| Clil | 2 |
| Cognitive-development | 2 |
| Constraints | 2 |
| Cortical response | 2 |
| Critical-period | 2 |
| Critical-period hypothesis | 2 |
| Curriculum | 2 |
| Developmental-changes | 2 |
| Dual language learners | 2 |
| Early identification | 2 |
| Elementary-school students | 2 |
| Emergent literacy | 2 |
| Executive function | 2 |
| Expressive vocabulary | 2 |
| Foreign language education | 2 |
| Foreign language learning | 2 |
| Head-start | 2 |
| Identity | 2 |
| Immersion | 2 |
| Infant-directed speech | 2 |
| Language proficiency | 2 |
| Language-development | 2 |
| Learning English | 2 |
| Measuring implicit | 2 |
| Minority | 2 |
| Motivation | 2 |
| Multilingual education | 2 |
| Music | 2 |
| N400 | 2 |
| Oral language | 2 |
| Pedagogy | 2 |
| Perspectives | 2 |
| Plasticity | 2 |
| Pre-school education | 2 |
| Pre-service teachers | 2 |
| Preschool children | 2 |
| Professional-development | 2 |
| Read | 2 |
| Receptive vocabulary | 2 |
| Recognition | 2 |
| Risk | 2 |
| School readiness | 2 |
| Second language | 2 |
| Second language acquisition | 2 |
| Sensitive periods | 2 |
| Songs | 2 |
| Spanish-speaking children | 2 |
| Stories | 2 |
| Students | 2 |
| Task | 2 |
| Teacher beliefs | 2 |
| Teacher education | 2 |
| Translanguaging | 2 |
| Translation | 2 |
| Variability | 2 |
| Vocabulary development | 2 |
| Vocabulary growth | 2 |
| Word learning | 2 |