

# Shaping participation

Citation for published version (APA):

Rickert, M. (2024). Shaping participation: children's and teachers' language practices in linguistically diverse early childhood education and care. [Doctoral Thesis, Maastricht University, University of Münster]. Maastricht University. <https://doi.org/10.26481/dis.20240229mr>

**Document status and date:**

Published: 01/01/2024

**DOI:**

[10.26481/dis.20240229mr](https://doi.org/10.26481/dis.20240229mr)

**Document Version:**

Publisher's PDF, also known as Version of record

**Please check the document version of this publication:**

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- The final published version features the final layout of the paper including the volume, issue and page numbers.

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**Propositions pertaining to the dissertation  
'Shaping Participation. Children's and Teachers' Language  
Practices in Linguistically Diverse Early Childhood Education  
and Care'**

1. Participation in Early Childhood Education and Care (ECEC) is a relational phenomenon, entangled with dynamic language education policy processes.
2. In ECEC in Dutch Limburg, teachers may employ Limburgish to create intimated participation frames among colleagues, while they use Dutch when intending to be overheard by children.
3. Children draw on songs to pursue interactional aims and structure peer interaction.
4. Children navigate language ideological assemblages in ECEC which encompass conflicting language ideologies.
5. Linguistic ethnographers can gain valuable insights by analyzing their involvement in the field using the same methodologies applied to analyze the participation of others.
6. Linguistic ethnography requires social skills as much as it requires research, analytical and writing skills.
7. Combining linguistic ethnographic methods and multi-modal interaction analysis can lead to valuable synergies between lived experience, affordances resulting from participation, and analytical means.
8. ECEC environments where all children are welcome necessitate openness for the diverse languages children bring along.
9. 'krowa [/'krɔ.va/]' translates to 'cow' in Polish.