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Nota di contenuto	Frontmatter -- Contents -- 1. The age factor in context -- 2. Early foreign language learning: Published research, good practice and main principles -- 3. Assessment of early learning of foreign languages in the USA -- 4. Assessing young language learners: What is the construct? -- 5. Language proficiency and age-appropriate methodology at the English Kindergarten of Kuopio -- 6. "I can you help?" Assessing speaking skills and interaction strategies of young learners -- 7. Input and long-term effects of early learning in a formal setting -- 8. English /l/ and /r/ acquisition by Japanese children and adults -- 9. Individual differences in early language programmes -- 10. Early foreign language instruction in Greece: Socioeconomic factors and their effect on young learners' language development -- 11. The role of aptitude in young learners' foreign language learning -- 12. Primary English in China: Policy, curriculum and implementation -- 13. The teacher factor in early foreign language learning programmes: The case of Vietnam -- 14. Chinese primary school students' use of communication strategies in EFL classrooms -- 15. Expanding the comparative context for early language learning: From foreign to

heritage and minority language programmes -- 16. The status of the target language: Contemporary criteria influencing language choices for early learners in England -- 17. English for Young Learners (EYL) in grades 1 and 2 in Israel: A critical discourse analysis -- Backmatter

Sommario/riassunto

This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts. The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe, Asia and North America. Authors discuss main themes in research methodology, curricular and assessment issues, short- and long-term outcomes, the role of individual differences, innovation in teacher education, classroom processes, as well as the impact of the target language. The first two chapters (Nikolov; Edelenbos and Kubanek) overview the main trends in research. Four papers (Curtain; Ofra Inbar-Lourie and Elana Shohamy; Jalkannen; Haenni Hoti, Heinzmann, and Müller) focus on the assessment of young learners; two authors examine how age impacts on language learning over time (Muñoz; Kasai). Individual differences (motivation, anxiety, aptitude, and socio-economic status) are explored by Mihaljević, Djigunović, Mattheoudakis and Alexiou, and Kiss. Innovation is the common theme in chapters written by Wang, Moon, and Peng and Zhang. The last three papers analyze the status of languages (Harris, Enever, Carmel). The book is a must have for teacher educators of pre- and in-service teachers of modern languages to young learners, MA and PhD students in TEFL/TESOL and other languages, researchers and policy makers.
