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Nota di contenuto	Frontmatter -- Contents -- Contributors -- Introduction -- 1. A Third Language at Primary Level in Ireland: An Independent Evaluation of the Modern Languages in Primary Schools Initiative -- 2. Can Today's Early Language Learners in England Become Tomorrow's Plurilingual European Citizens? -- 3. Young Learners of Croatian as a Second Language: Minority Language Speakers and Their Croatian Competence -- 4. Young Learners' Cognitive Skills and Their Role in Foreign Language Vocabulary Learning -- 5. An Investigation into the Relationship of L2 Motivation and Cross-cultural Contact Among Elementary School Students -- 6. Impact of Learning Conditions on Young FL Learners' Motivation -- 7. Early Modern Foreign Language Programmes and Outcomes: Factors Contributing to Hungarian Learners' Proficiency -- 8. Using the Early Years Literacy Programme in Primary EFL Norwegian Classrooms -- 9. The Age Factor and L2 Reading Strategies -- 10. A Study of FL Composing Process and Writing Strategies Employed by Young Learners -- 11. How do 9–11-Year-Old Croatians Perceive Sounds and Read Aloud in French? -- 12. Differences Between the Processes and Outcomes in Third Graders' Learning of English and Ukrainian in Hungarian Schools in Beregszász

-- 13. The Growth of Young Learners' English Vocabulary Size -- 14. Factors Influencing Young Learners' Vocabulary Acquisition -- 15. An Eye on Target Language Use in Elementary English Classrooms in China -- 16. What Primary School Pupils Think About Learning English as a Foreign Language

Sommario/riassunto

Modern languages are offered to young learners at an increasingly early age in many countries; yet few publications have focused on what is available to children in different contexts. This volume fills this gap by documenting the state-of-the-art in researching young language learners using a variety of research methods. It demonstrates how young children progress and benefit from an early exposure to modern languages in different educational contexts, and how affective, cognitive, social, linguistic and classroom-related factors interact in the processes. A special strength is the range of languages: although English is the most widely learnt language, chapters focus on various target languages: Croatian, French, English, German, Italian, Spanish and Ukrainian and the contexts include China, Croatia, Greece, Hungary, Ireland, Norway, Poland, the Ukraine, and the United Kingdom.
