

Early Language Learning in School Contexts

Series Editor
Janet Enever (Umeå University, Sweden)

The early learning of languages in instructed contexts has become an increasingly common global phenomenon during the past 30 years, yet there remains much work to be done to establish the field as a distinctive area for interdisciplinary investigation. This international research series covers children learning second, foreign and additional languages in educational contexts between the ages of approximately 3 and 12 years. The series will take a global perspective and encourage the sharing of theoretical discussion and empirical evidence on transnational issues.

It will provide a platform to address questions raised by teachers, teacher educators, and policy makers who are seeking understanding of theoretical issues and empirical evidence with which to underpin policy development, implementation and classroom procedures for this young age group.

Themes of particular interest for the series include:

- teacher models and teacher development
- models of early language learning
- policy implementation
- motivation
- approaches to teaching and learning
- language progress and outcomes
- assessment
- intercultural learning
- sustainability in provision
- comparative and transnational perspectives
- cross-phase transfer issues
- curriculum integration

Additional suggestions for themes are also most welcome.

Proposals should be sent to
Laura Longworth, Commissioning
Editor, Multilingual Matters:
laura@multilingual-matters.com