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Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs&quot;who account for more than 9 percent of enrollment in grades K-12 in U.S. schools&quot;are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Volume 5 (2) of African Languages originally published in 1979, is a special issue focussing on languages and education in Africa. There are chapters on African language education from a socio-linguistic perspective, the problems of bi-lingualism and multi-lingualism in Zaire and small languages in primary education.

This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings. The collection provides a significant and important contribution to this often overlooked domain and aims to provide research-based evidence that might help to inform and develop pedagogical practice. Topics covered in the chapters include the influence of learner characteristics on word retrieval; explicit second language learning and language awareness; meaning construction; narrative oral development; conversational interaction and how it relates to individual variables; first language use; feedback on written production; intercultural awareness raising and feedback on diagnostic assessment. It will be of interest to undergraduate and graduate students, researchers, teachers and stakeholders who are interested in research on how children learn a second language at primary school.

Variability in predispositions for language learning has attracted scholarly curiosity for over 100 years. Despite major changes in theoretical explanations and foreign/second language teaching paradigms, some patterns of associations between predispositions and learning outcomes seem timelessly robust. This book discusses evidence from a research project investigating individual differences in a wide variety of domains, ranging from language aptitude over general cognitive abilities to motivational and other affective and social constructs. The focus lies on young learners aged 10 to 12, a less frequently investigated age

in aptitude research. The data stem from two samples of multilingual learners in German-speaking Switzerland. The target languages are French and English. The chapters of the book offer two complementary perspectives on the topic: On the one hand, cross-sectional investigations of the underlying structure of these individual differences and their association with the target languages are discussed. Drawing on factor analytical and multivariable analyses, the different components are scrutinized with respect to their mutual dependence and their relative impact on target language skills. The analyses also take into account contextual factors such as the learners' family background and differences across the two contexts investigated. On the other hand, the potential to predict learner's skills in the target language over time based on the many different indicators is investigated using machine learning algorithms. The results provide new insights into the stability of the individual dispositions, on the impact of contextual variables, and on empirically robust dimensions within the array of variables tested.

This collection explores student mobility and study abroad programmes across Europe, presenting original research on personal, linguistic, and intercultural development during study abroad experiences. The volume synthesizes work from the 2016-2020 Cost Action 15130 'Study Abroad Research in European Perspective' research network, offering a multidisciplinary account of the intersection of language learning and study abroad in Europe amidst the changing contemporary higher education landscape, as well as new directions for future research. The initial section comprises short survey chapters outlining key themes and literature, connecting traditional study abroad research with new multilingual and transnational realities. This is supported by a main section containing original empirical studies in a wide range of European contexts and a short afterword bringing together policy and pedagogical proposals. Taken together, the collection shines a light on the impact of the internationalisation of higher education on linguistic dimensions of student mobility while including a range of lesser studied settings and languages. New insights are offered on language learning, identity, interculturality, student agency and motivation, and transnational social networks in the study abroad context. This book will be of particular interest to students, researchers and institutions interested in the intersection of language learning and study abroad, including such areas as multilingualism, higher education, and applied linguistics.

This edited volume brings together the work of a number of researchers working in the framework of Processability Theory (PT), a psycholinguistic theory of second language acquisition (SLA) (Pienemann 1998; 2005). The aim of the volume is two-fold: It engages with current issues in both theory development and theory application and focuses on theoretical developments within the framework of PT as well as issues related to second language teaching and assessment. In coordinating approaches to addressing both theoretical and applied aspects of SLA, this volume aims at bridging the gap between theory and practice. It also reflects the richness of debate within the field of PT-based research. The volume is intended for postgraduate students, SLA researchers as well as language teachers. As of January 2019, this e-book is freely available, thanks to the support of libraries working with Knowledge Unlatched.

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