**TEACHING LANGUAGE TO YOUNG LEARNERS: SELECTED REFERENCES**

**(Last updated 20 December 2019)**

Álvarez, P. M. (2014). Reconceptualizing what counts as language and learning in bilingual children with disabilities. *NYS TESOL Journal, 1*(2), 39-58.

Al-Zedjali, F., & Etherton, S. (2009). Literacy development through the Integrated Curriculum Project: The Omani experience. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 149-156). Reading, UK: Garnet Education.

Andrade, C., Kretschmer, R. R., & Kretschmer, L. W. (1993). Two languages for all children: Expanding to low achievers and the handicapped. In J. W. Oller Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.). (99-112). Boston, MA: Heinle & Heinle.

Ardasheva, Y., Norton-Meier, L. A., Tretter, T. R., & Brown, S. L. (2015). Integrating science and literacy for young English learners: A pilot study. *NYS TESOL Journal, 2*(1), 3-16.

Atta-Alla, M. N. (2012). Developing adult English language learners' vocabulary skills through children's rhymes and songs. *English Language Teaching*, *5*(11), 79.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum.

Azaza, M. B. M. (2012). Developing and evaluating learner training materials. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 179-193). Dubai, UAE: TESOL Arabia.

Azkarai, A., & Agirre, A. I. (2016). Negotiation of meaning strategies in child EFL mainstream and CLIL settings. *TESOL Quarterly,* *50*(4), 844-870.

Baleghizadeh, S., & Dargahi, Z. (2012). The impact of creativity enhancement on the attitude of young Iranian EFL learners towards writing. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 328-338). Dubai, UAE: TESOL Arabia.

Balke-Aurell, G., & Linblad, T. (1982). *Immigrant children and their languages*. Molndal, Sweden: Department of Education, Research, University of Gothenburg.

Benson, C. (2000). The primary bilingual education experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism 3*(3), 149-166.

Berman, R. (1982). Verb-pattern alternation: The interface of morphology, syntax, and semantics in Hebrew child language. *Journal of Child Language*, *9*(1), 169-191.

Berman, R. (1993). Marking of verb transitivity by Hebrew-speaking children. *Journal of Child Language, 20*(3), 642-669.

Bishop, D. V. M. (2003). *The children's communication checklist, version 2 (CCC-2)*. London, UK: Psychological Corporation.

Bolster, A., Balandier-Brown, C., & Rea-Dickins, P. (2004). Young learners of modern foreign languages and their transition to the secondary phase: A lost opportunity? *Language Learning Journal, 30*(1), 35-41.

Brewster, J., Ellis, G., & Girard, D. (1992). *The primary English teacher’s guide*. Harlow, UK: Penguin.

Buckingham, D. (2007). *Beyond technology: Children’s learning in the age of digital culture.* Cambridge, UK: Polity.

Butler, Y. G. (2009). Teaching English to young learners: The influence of global and local factors. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 23-29). Reading, UK: Garnet Education.

Campbell, E., & Cuba, M. (2015). Analyzing the role of visual cues in developing prediction-making skills of third- and ninth-grade English language learners. *The CATESOL Journal, 27*(1), 53-93.

Cameron, D. (2001). *Teaching language to young learners*. Cambridge, UK: Cambridge University Press.

Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, *57*(2), 105-112.

Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal, 56*(4), 389-396. doi: 10.1093/elt/56.4.389

Chern, C., & Hsu, H. (2009). Trainer training innovation: The trainer training programs in Taiwan. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 157-163). Reading, UK: Garnet Education.

Chevalier, S. (2015). *Trilingual language acquisition: Contextual factors influencing active trilingualism in early childhood*. Amsterdam, The Netherlands: John Benjamins.

Chou, M. H. (2014). Assessing English vocabulary and enhancing young English as a foreign language (EFL) learners’ motivation through games, songs, and stories. *Education 3-13*, *42*(3), 284-297.

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research*, *49*(1), 115–140. <http://doi.org/10.1177/1086296X16683421>

Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly, 48*(4), 738-762.

Corradi, L. (2009). Beyond English: Primary plurilingual schools in Buenos Aires, Argentina. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 165-172). Reading, UK: Garnet Education.

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.) *Language processing in bilingual children* (pp. 70–89). Cambridge, UK: Cambridge University Press.

Cummins, Jim (2000). *Language, power and pedagogy: Bilingual children in the crossfire.* Clevedon, UK: Multilingual Matters.

Cunningham, A. (2005). Vocabulary growth through independent reading and reading aloud to children. In E. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary* (pp. 45-68)*.* Mahwah, NJ: Lawrence Erlbaum.

Curtain, H., & Pesola, C.A. (1994). *Languages and children: Making the match* (2nd ed.). White Plains, NY: Longman.

Curtain, H. A., & Dahlberg, C. A. (2004). *Languages and children, making the match: New languages for young learners*. Boston, MA: Allyn & Bacon.

### Dagenais, D., Walsh, N., Armand, F., & Maraillet, E. (2008). Collaboration and co-construction of knowledge during language awareness activities in Canadian elementary school. *Language Awareness, 17*(2), 139-155.

DeCapua, A., & Tian, L. (2015). Developing the communication skills of early childhood teacher candidates: The case of advice. *Eurasian Journal of Applied Linguistics*, *1*(2), 57-75.

Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom.* New York, NY: The New Press.

Deneme, S., & Baysal, M. (2012). Attitudes of young learners in Turkey towards learning English as a foreign language. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 299-317). Dubai, UAE: TESOL Arabia.

Diehr, B. (2009). Young learners’ use of English: Imitation or production? In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 53-66). Alexander, Virginia: Teachers of English to Speakers of Other Languages, Inc.

### Dillon, A. M. (2009). Metalinguistic awareness and evidence of cross-linguistic influence among bilingual learners in Irish primary schools. *Language Awareness, 18*(2), 182-197.

Disbray, S., & Wigglesworth, G. (2008). A longitudinal study of language acquisition in Aboriginal children in three communities. In G. Robinson, U. Eickelkamp, J. Goodnow, & I. Katz (Eds.), *Contexts of child development: Culture, policy and intervention* (pp. 167-182). Darwin, Australia: Charles Darwin University Press.

Domínguez, R., Donato, R., & Tucker, G. R. (2005). Documenting curricular reform: Innovative foreign language education for all children. In D. Atkinson, P. Bruthiaux, W. Grabe, & V. Ramanathan. (Eds.), *Studies in applied linguistics: English for academic purposes, discourse analysis, and language policy and planning. Essays in honor of Robert B Kaplan on the occasion of his 75th birthday* (pp. 56-71). Clevedon, England: Multilingual Matters.

Drosatou, V. (2012). The use of the mother tongue in English language classes for young learners in Greece. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 248-265). Dubai, UAE: TESOL Arabia.

Dutt, G. D., Venkateswaran, S., & Sashidhar, D. (2009). Curricular innovation: The Karnataka experiment. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 173-179). Reading, UK: Garnet Education.

Enever, J., & Lindgren, E. (Eds.). (2017). *Early language learning: Complexity and mixed methods*. Bristol, UK: Multilingual Matters.

Enever, J., & Moon, J. (2009). New global contexts for teaching primary ELT: Change and challenge. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 5-21). Reading, UK: Garnet Education.

Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals, 46*(4),527-544.

Fleta, M. T. (2009). Teaching techniques: From listening to music to storytelling. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 181-187). Reading, UK: Garnet Education.

French, L., & O’Brien, I. (2008). Phonological memory and children’s second language grammar learning. *Applied Psycholinguistics, 29*(3), 463-487.

García Mayo, M. P. (Ed.). (2017). *Learning foreign languages in primary school: Research insights*. Bristol, UK: Multilingual Matters.

Gardiner-Hyland, F. (2012). In my reading classroom…Emirati student teachers constructing teaching styles in the college classroom. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 63-76). Dubai, UAE: TESOL Arabia.

Gardner, H. (1999). *The disciplined mind: Beyond facts and standardized tests, the K-12 education that every child deserves.* New York, NY: Simon and Schuster.

Gardner, H., & Forrester,M. (Eds.). (2010). *Analyzing interactions in childhood*. Chichester, UK: Wiley-Blackwell.

Gathercole, S. E., & Baddeley, A.D. (1990). The role of phonological memory in vocabulary acquisition: A study of young children. *British Journal of Psychology, 81*(4), 439-454.

Gimenez, T. (2009). English at primary school level in Brazil: Challenges and perspectives. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 53-59). Reading, UK: Garnet Education.

Gitsaki, C., & Bourini, A. O. (2012). Innovative approaches to teaching: A teacher professional development programme for grades 6-9. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 3-24). Dubai, UAE: TESOL Arabia.

Goh, C. C. M., & Kaur, K. (2014). Insights into young learners’ metacognitive awareness about listening. *The European Journal of Applied Linguistics, 2*(1), 5-26.

Gordon, T. (Ed), (2007). *Teaching young children a second language* (pp. 179-198). Westport, CT: Greenwood Publishing Group.

Gort, M., & Sembiante, S. F. (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers’ languaging practices in support of emergent bilingual children’s performance of academic discourse. *International Multilingual Research Journal*, *9*(1), 7-25.

Gungor, M. (2016). Turkish pre-service teachers' reflective practices in teaching English to younger learners. *Australian Journal of Teacher Education, 41*(2), 136-151.

Hammad, E. A., & Abdel Latif, M. M. (2012). English reading materials used in Gaza preparatory schools as perceived by students and teachers: A qualitative study. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 133-148). Dubai, UAE: TESOL Arabia.

Haneda, M. (2008). Contexts for learning: English language learners in a US middle school. The International Journal of Bilingual Education and Bilingualism, 11(1), 75-94.

Haneda, M. (2009). Learning about the past and preparing for the future: A longitudinal investigation of a grade 7 “sheltered” social studies class. Language and Education, 23(4), 335-352.

Heilmann, J., Miller, J. F., & Nockerts, A. (2010). Sensitivity of narrative organization measures using narrative retells produced by young school-age children.*Language Testing, 27*(4), 603-626.

Heining-Boynton, A. (1990). Using FLES history to plan for the present and future. *Foreign Language Annals, 23*(6), 503-509.

Hill, R. (2012). Stories for young learners: Comparing fiction for native speakers with language learners’ literature. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 162-175). Dubai, UAE: TESOL Arabia.

Holderness, J. (2012). Storysacks in the teaching of EAL: Multisensory interactions with picture books. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 266-282). Dubai, UAE: TESOL Arabia.

Hoque, S. (2009). Teaching English in primary schools in Bangladesh: Competencies and achievements. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 61-70). Reading, UK: Garnet Education.

Howard, A. (2012). Teaching English to young learners: Primary to ELT or ELT to primary? In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 77-87). Dubai, UAE: TESOL Arabia.

Hsieh, C.N., & Gu, L. (2020). Young language learners’ strategy use and perceptions of picture-based speaking tasks. In R. M. Damerow & K. M. Bailey (Eds.), *Chinese-speaking learners of English: Research, theory, and practice* (pp. 171-182). New York, NY: Routledge.

Hsu, H., & Austin, L. (2012). Teacher and pupil experience of EYL state school classes: A Taiwanese case study. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 227-237). Dubai, UAE: TESOL Arabia.

Hughes, A. (2012). The use of action research in TEYL for teacher development and professional reflection: The joys and challenges. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 46-62). Dubai, UAE: TESOL Arabia.

Hyltenstam, K., & Quick, B. (1996). *Fact finding mission to Bolivia in the area of bilingual primary education*. Education Division Documents No. 2. Stockholm, Sweden: Sida.

İnal, D. (2009). 'The early bird catches the worm': The Turkish case. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 71-78). Reading, UK: Garnet Education.

James, A., & Prout, A. (1997). A new paradigm for the sociology of childhood? Promise and problems. In A. James & A. Prout (Eds.) *Constructing and reconstructing childhood* (pp. 7-32).London, UK: Routledge.

Johnstone, R. (2009). An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 31-41). Reading, UK: Garnet Education.

Jørgensen, J. N. (2008). Introduction: Polylingual languaging around and among children and adolescents. *International Journal of Multilingualism*, *5*(3), 161–177.

Kamiyoshi, U. (2008). How Japanese education for young people has been discussed: A critical analysis from a relational viewpoint. In S. Sato & N.M. Doerr (Eds.), *Rethinking language and culture in Japanese education: Beyond the standard* (pp. 128-142). Bristol, UK: Multilingual Matters.

Kang, D. M. (2008). The classroom language use of a Korean elementary school EFL teacher: Another look at TETE. *System*, *36*(2), 214-226.

Kapur, K. (2009). Teaching English at the primary level in India: An overview. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 79-85). Reading, UK: Garnet Education.

Karamichou, A., & Emery, H. (2012). Diagnosis of reading development problems in L1 Greek and L2 English: A case study of an eleven year old girl. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 119-132). Dubai, UAE: TESOL Arabia.

Kerckaert, S., Vanderlinde, R., & van Braak, J. (2015). The role of ICT in early childhood education: Scale development and research on ICT use and influencing factors. *European Early Childhood Education Research Journal*, *23*(2), 183–199. doi:10.1080/1350293X.2015.1016804

Kidwell, M. (2013). Interaction among children. In J. Sidnell & T. Stivers (Eds.), *The handbook of conversation analysis* (pp. 511–532). Chichester, UK: Wiley-Blackwell.

Kirkgӧz, Y. (2009). English language teaching in Turkish primary education. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 189-195). Reading, UK: Garnet Education.

Kuchah, K. (2009). Early bilingualism in Cameroon: Where politics and education meet. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 87-94). Reading, UK: Garnet Education.

Lamb, M. (2012). A self-system perspective on young adolescents’ motivation to learn English in urban and rural settings. *Language Learning, 62*, 997-1023.

Lambert, W., & Tucker, R. (1972). *Bilingual education of children: The St. Lambert experiment*. Rowley, MA: Newbury House Publishers.

Lee, W. K. (2009). Primary English language teaching (ELT) in Korea: Bold risks on the national foundation. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 95-102). Reading, UK: Garnet Education.

Lee, N. K., & Demirkan-Jones, N. (2012). Beyond the stages: Understanding developmental patterns of children’s spelling. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 149-161). Dubai, UAE: TESOL Arabia.

Leonard, M. (2005). Children, childhood and social capital: Exploring the links. *Sociology*, *39*(4), 605–622.

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic rewards: A test of the "over-justification" hypothesis. *Journal of Personality and Social Psychology, 28*(1), 129-137.

Lester, J. N., & Anders, A. D. (2014). Complicating translation: Children with refugee status and special education testing. *NYS TESOL Journal, 1*(2), 25-38.

Lewis, C. C. (1995). *Educating hearts and minds: Reflections on Japanese preschool and elementary education.* New York, NY: Cambridge University Press.

Linse, C. (2005). *Practical English language teaching: Young learners*. New York, NY: McGraw Hill.

Linse, C., & Van Vlack, S. P. (2012). Moving towards partnerships with parents of young learners in ELT settings. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 318-327). Dubai, UAE: TESOL Arabia.

Llosa, L., & Slayton, J. (2009). Using program evaluation to inform and improve the education of young English learners in U.S. schools. *Language Teaching Research, 13*(1), 35-54.

Long, M. (2013). Maturational constraints on child and adult SLA. In G. Granena & M. Long (Eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment* (pp. 3-41). Philadelphia, PA: John Benjamins.

Lord, C. (1979). Don't you fall me down: Children's generalizations regarding cause and transitivity. *Papers and Reports on Child Language Development,* *17*, 81-89.

Louv, R. (2008). *Last child in the woods: Saving our children from nature deficit disorder.* Chapel Hill, NC: Algonquin Books.

Lugo-Neris, M. J., Jackson, C. W., & Goldstein, H. (2010). Facilitating vocabulary acquisition of young English language learners. *Language, Speech, and Hearing Services in Schools*, *41*(3), 314-327.

Martínez-Roldán, C. M., & Sayer, P. (2006). Reading through linguistic borderlands: Latino students’ transactions with narrative texts. *Journal of Early Childhood Literacy*, *6*(3), 293-322.

Mathew, R., & Pani, S. (2009). Issues in the implementation of teaching English for young learners (TEYL): A case study of two states in India. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 113-120). Reading, UK: Garnet Education.

Met, M. (1985). Decisions! Decisions! Decisions! Foreign language in the elementary school. *Foreign Language Annals*, *18*(6), 469-473.

Met, M. (1989). Which foreign language should students learn? *Educational Leadership, 7*(1)*,* 54-58.

Met, M. (1998). *Critical issues in early second language learning*. Glenview, IL: Addison-Wesley.

Met, M., & Rhodes, N. (1990). Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals, 23*(5), 433-444.

Moh, F. A. (2009). The Teacher Development by Radio project in Nigeria. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 197-204). Reading, UK: Garnet Education.

Morrow, L. M. (1988). Young children's responses to one-to-one readings in school settings. *Reading Research Quarterly, 23*(1), 89-107.

Mukund, M. (2009). Introduction of English from grade 1 in Maharashtra, India. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 45-51). Reading, UK: Garnet Education.

Muñoz, C. (2014). The association between aptitude components and language skills in young learners. In M. Pawlak & L. Aronin (Eds.), *Essential topics in applied linguistics and multilingualism* (pp. 51-68). Heidelberg, Germany: Springer International Publishing.

Murao, S. (2012). Repeated read-alouds and picture book illustrations: A discussion around language development in a foreign language context. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 361-379). Dubai, UAE: TESOL Arabia.

Naigles, L., & Lehrer, N. (2002). Language-general and language-specific influences on children’s acquisition of argument structure: A comparison of French and English. *Journal of Child Language*, *29*(3), 545-566.

Nemtchinova, E. (2007). Using technology with young English language learners. In T. Gordon (Ed), *Teaching young children a second language* (pp. 179-198). Westport, CT: Greenwood Publishing Group.

Nikolopoulou, K., & Gialamas, V. (2015). ICT and play in preschool: Early childhood teachers’ beliefs and confidence. *International Journal of Early Years Education*, *23*(4), 409–425. doi:10.1080/09669760.2015.1078727

Nikolov, M. (2009). The dream and the reality of early programmes in Hungary. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 121-129). Reading, UK: Garnet Education.

Noel, A. M., & Lord, K. M. (2017). What is important for young dual language learners? Educators’ perceptions of domain-related areas in the prekindergarten foundation for the common core. *NYS TESOL Journal, 4*(1), 7-13.

Nunan, D. (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press.

Nunan, D. (2013). Innovation in the young learner classroom. In K. Hyland & L. C. Wong (Eds.), *Innovation and change in English language education* (pp. 233-247). London, UK: Routledge.

O’Brien, J. (2012). Developing English and Arabic literacy in young Emirati learners. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 339-360). Dubai, UAE: TESOL Arabia.

Orellana, M. F. (2009). *Translating childhoods: Immigrant youth, language, and culture*. New Brunswick, NJ: Rutgers University Press.

Papert, S. (1980). *Mindstorms: Children, computers and powerful ideas*. New York, NY: Basic Books.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, *36*(3), 227-232.

Paul, D. (2003). *Teaching English to children in Asia*. Hong Kong: Pearson Education Asia.

Perrone, M. (2015). The development of academic vocabulary in K-12 ELLs through explicit, systematic pedagogy: A multifaceted approach. *NYS TESOL Journal, 2*(1), 60-69.

Phillips, J., & Draper, J. (1994). National standards and assessments: What does it mean for the study of second languages in the schools? In G.K. Crouse (Ed.), *Meeting new challenges in the foreign language classroom* (pp. 1-8). Lincolnwood, IL: National Textbook.

Philp, J., Oliver, R., & Mackey, A. (Eds). (2008). *Second language acquisition and the younger learner: Child’s play?* Amsterdam, The Netherlands: John Benjamins.

Piaget, J. (1926). *The language and thought of the child*. London, UK: Routledge & Kegan Paul.

Pinter, A. (2006). *Teaching young learners*. Oxford, UK: Oxford University Press.

Pinter, A. (2011). *Children learning second languages.* Basingstoke, UK: Palgrave Macmillan.

Pinter, A. (2012). Teaching young learners. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 103-111). Cambridge, UK: Cambridge University Press.

Pinter, A. (2015). Researching young learners. In Paltridge, B., & Phakiti, A. (Eds.), *Research methods in applied linguistic: A practical approach* (pp. 439-455). New York, NY: Bloomsbury Academic.

Plowman, L., Stephen, C., & McPake, J. (2010). *Growing up with technology: Young children learning in a digital world.* London, UK: Routledge.

Prabhu, N. S. (2009). Teaching English to young learners: The promise and the threat. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 43-43). Reading, UK: Garnet Education.

Prasad, G. (2014). Children as co-ethnographers of their plurilingual literacy practices: An exploratory case study. *Language and Literacy, 15*(3), 4-30.

Qiang, W. (2009). Primary EFL in China: From policy to classroom practice. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 131-140). Reading, UK: Garnet Education.

Qiang, W., Lin, S., & Xin, M. (2009). An impact study of a TEYL innovation in Beijing, China. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 223-230). Reading, UK: Garnet Education.

Rajuan, M., & Michael, O. (2009). An EFL project for communication between Arab and Jewish children. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 205-210). Reading, UK: Garnet Education.

Rixon, S. (2009). The EYL publishers’ panel: Supporting innovation and best practice in EYL: The role of publishing. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 211-214). Reading, UK: Garnet Education.

Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24*(4), 297-314.

Sacks, H. (1974). On the analyzability of stories by children. In R. Turner (Ed.), *Ethnomethodology* (pp. 216-232). Harmondsworth, UK: Penguin.

Samantray, K. (2009). Applying multiple intelligences for teaching ESL to young learners. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 215-222). Reading, UK: Garnet Education.

Sawazaki, R. (2012). Training caregivers to learn EFL with children: Two case studies in Japan. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 99-115). Dubai, UAE: TESOL Arabia.

Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & Writing Quarterly*, *23*(1), 7-25.

Scott, W., & Ytreberg, LL. (1990). *Teaching English to children*. London, UK: Longman.

Sevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Reviews*, *6*(21), 1027-1035.

Shah, M. I. (2013). Role of mother tongue in primary schooling of young learners in Punjab. *International Journal of Linguistics, 5*(5), 15-21. doi:10.5296/ijl.v5i5.4441

Shapiro, L. R., & Hudson, J. A. (1991). Tell me a make-believe story: Coherence and cohesion in young children’s picture-elicited narratives. *Developmental Psychology, 27*(6), 960-974.

Shin, J. K. (2014). Teaching young learners in ESL and EFL settings. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 550-567). Boston: National Geographic Learning/Cengage Learning.

Shin, J. K. & Crandall, J. A. (Eds.) (2014). *Teaching English to young learners: From theory practic*e. Boston, MA: National Geographic Learning/Cengage Learning.

Shintani, N. (2013). The effect of focus on form and focus on forms instruction on the acquisition of productive knowledge of L2 vocabulary by young beginning-level learners. *TESOL Quarterly, 47*(1), 36-62.

Shintani, N. (2016). *Input-based tasks in foreign language instruction for young learners*. Amsterdam, The Netherlands: John Benjamins.

Shintani, N., & Ellis, R. (2010). The incidental acquisition of English plural –*s* by Japanese children in comprehension-based and production-based lessons. *Studies in Second Language Acquisition, 32*(4), 607-637. doi:10.1017/S0272263110000288

Slattery, M. (2012). Using recordings to bring the classroom into training. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 238-247). Dubai, UAE: TESOL Arabia.

Song, J. (2011). Globalization, children’s study abroad, and transnationalism as an emerging context for language learning: A new task for language teacher education. *TESOL Quarterly, 45*(4), 749-758.

Shrestha, P. (2013). English language classroom practices: Bangladeshi primary school children’s perceptions. *RELC Journal, 44*(2), 147–162.

Steele, C., & Wigglesworth, G. (2018). Teaching English as an additional language or dialect to young learners in indigenous contexts. In R. Oliver & B. Nguyen (Eds.), *Teaching young second language learners* (pp. 69–88). London, UK: Routledge.

Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). [Laptops and fourth grade literacy: Assisting the jump over the fourth-grade slump](http://escholarship.bc.edu/jtla/vol9/5/). *Journal of Technology, Learning, & Assessment*, *9*(5), 1-45.

Swadener, B. B., & Lubeck, S. (1995). *Children and families “at promise”: Deconstructing the discourse of risk.* Albany, NY: SUNY Press.

Szpotowicz, M., Djigunovic, J. M., & Enever, J. (2009). Early Language Learning in Europe (ELLiE): A multinational, longitudinal study. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 141-147). Reading, UK: Garnet Education.

Takada, T. (2003). Learner characteristics of early starters and late starters of English language learning: Anxiety, motivation, and aptitude. *JALT Journal*, *25*(1), 5-29. Used for apt

Theakston, A. L. (2004). The role of entrenchment in children’s and adults’ performance on grammaticality-judgment tasks. *Cognitive Development*, *19*(1), 15-34.

Thorne, C. (2012). What do student-teachers think about teaching? A study of the reflective writings of pre-service teachers in the UAE. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 25-45). Dubai, UAE: TESOL Arabia.

Trentman, E. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals, 46*(4), 545-564.

Toohey, K., Dagenais, D., Fodor, A., Hof, L., Nuñez, O., Singh, A., & Schulze, L. (2015). “That sounds so cooool”: Entanglements of children, digital tools, and literary practices. *TESOL Quarterly, 49*(3), 461-485.

Tucci, M., & Bailey, K. (2012). Using songs in teaching EFL to young learners. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 194-210). Dubai, UAE: TESOL Arabia.

Uzal, M., Peltonen, T., Houtilainen, M., & Aaltonen, O. (2015). Degree of perceived accent in Finnish as a second language for Turkish children born in Finland. *Language Learning, 65* (3),477-503.

Valadez, P., Mante-Estacio, J., Gaerlan, M., & Borlongan, A. (2012). Contextualizing English language teacher education for young learners in the Philippines: Challenges in the practice teaching for pre-Service teachers’ practicum. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 88-98). Dubai, UAE: TESOL Arabia.

Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher, 27*(6), 4-18.

Vernadakis, N., Avgerinos, A., Tsitskari, E., & Zachopoulou, E. (2005). The use of computer assisted technology in preschool education: Making teaching meaningful. *Early Childhood Education Journal, 33*(2), 99-104.

Vukelich, C., Christie, J. F., & Enz, B. (2002). *Helping young children learn language and literacy*. Boston, MA: Allyn & Bacon.

Vungthong, S., Djonov, E., & Torr, J. (2017). Images as a resource for supporting vocabulary learning: A multimodal analysis of Thai EFL tablet apps for primary school children. *TESOL Quarterly, 51*(1), 32-58.

Warschauer, M., & Ames, M. (2010). [Can one laptop per child save the world's poor?](http://gse.uci.edu/person/warschauer_m/docs/Warschauer_bluelines.pdf#warschauer_blueline) *Journal of International Affairs, 64*(1), 33-51.

Weber, J.-J. (2014). *Flexible multilingual education: Putting children’s needs first*. Bristol, UK: Multilingual Matters.

Weir, C. J. (2005). *Language testing and validation: An evidence-based approach.* Basingstoke, UK: Palgrave Macmillan.

White, G., Hailemariam, C., & Ogbay, S. (2013). Towards the development of plurilingual pedagogy: Making use of children’s informal learning practices. *TESOL Quarterly,* *47* (3), 638-643.

Wong-Fillmore, L. (1985). Learning a second language: Chinese children in the American classroom. In J. Alatis & J. Staczek (Eds.), *Perspectives on bilingualism and bilingual education* (pp. 436–452). Washington, DC: Georgetown University Press.

Wright, A. (2012). The potential role for stories in language teaching. In H. Emery & F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 211-226). Dubai, UAE: TESOL Arabia.

Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom

environment. *System, 31*(4), 501-517.

Yaacob, A., & Gardner, S. (2009). Interactive teaching styles with CD-ROMs: Malaysian perspectives. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 231-239). Reading, UK: Garnet Education.

Yun, J. H., Joo, H. M., Kim, S. H., & Lee, Y. A. (2011). *A study of developing English textbooks for K-12 EFL Learners*. Seoul, Korea: Korea Institute for Curriculum and Evaluation.

Yun, J. H., Kim, S. Y., & Kwon, S. K. (2014). *Development of a mobile-based speaking program and its usages in the middle school*. Seoul, Korea: Korea Institute for Curriculum and Evaluation.

Yun, J. H., Kim, S. Y., & Kwon, S. K. (2015). Implementation of a textbook based mobile speaking program for Korean middle school students. *English Language Teaching, 27*(2), 105-124.

Zandian, S. (2013). Children’s experiences and perceptions of adaption and intercultural encounters. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 120-123). Canterbury, UK: IATEFL.

Zentella, A.C. (1997). *Growing up bilingual: Puerto Rican children in New York*. Oxford, UK: Blackwell.