

Call for Papers

Special Issue of the EuroAmerican Journal of Applied Linguistics and Languages

Learners' outcomes and effective strategies in early second language learning

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In an increasingly interconnected global context, early second language (L2) learning and teaching at pre-primary and primary school levels are viewed by both educational institutions and parents as an asset for the future of today's students (Edelenbos, Johnstone, & Kubanek, 2007; Nikolov & Mihaljevic Djigunovic, 2011). This has led to a drive towards the implementation of this approach in school contexts (Edelenbos, Johnstone, & Kubanek, 2007). The object of this drive towards early language learning and teaching is often English; however, many documents highlight the importance of focusing also on other languages (see https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en and <https://www.actfl.org/advocacy/what-the-research-shows>).

Research on early language learning and teaching at pre-primary and primary school levels is on the rise. To date, researchers have examined the pedagogical, affective, and cognitive affordances of early second language learning, such as intercultural advantages, development of motivation, positive attitudes toward language learning, increased brain plasticity, ease of transition from preschool to primary to secondary school, and the capacity to recognize and reproduce the sounds of the L2 (Enever, 2011). However, considering the variety of school contexts across the world in which early second language learning takes place, with a wide range of the approaches, onset ages, and programme length and intensity, there are still too few studies. More work is needed to determine the efficiency and appropriateness of early second language teaching and the most effective teaching-learning strategies (Enever & Lindgren, 2017; Murphy, 2014) as well as insights into approaches to and experiences of early language teaching and learning across contexts.

This special issue will focus on studies in the teaching-learning field of children ages 0 to approximately 12. We invite both quantitative, and in particular, longitudinal studies that seek to assess the effects of teaching strategies on learners' outcomes, as well as qualitative studies aiming at describing strategies and contexts. Such studies should aim to bridge the gap between research and school practice and inform the development of effective educational practices and policies. We welcome any manuscript submissions related to teaching strategies and learners' outcomes and experiences, including the following subtopics:

- Teacher discourse and its effects on language learning outcomes
- Effective teaching strategies with a focus on reading aloud and drama activities
- Systematic synthetic phonics outcomes
- Textbooks and materials analysis
- Pedagogical approaches according to different cultural contexts
- Strategies for special needs students
- Assessment with a particular focus on assessment for learning and error correction
- Content and language integrated learning (CLIL) in early learning contexts
- Bilingual education in early learning

As a multilingual venue, the *EuroAmerican Journal of Applied Linguistics and Languages* welcomes submissions in any and about any of its three working languages (English, Italian, and Spanish).

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Important dates

Full papers are due by **May 1st, 2019** and should be submitted using the Submission Form: http://www.e-journal.org/submission_form/.

The issue will be published in December 2019.

For any questions pertaining to this special issue, please contact earlyllejournal@gmail.com. For any other question, please contact editor@e-journal.org.

Rereferences

- Edelenbos, P., Johnstone, R., & Kubanek, A. (2007). *Languages for the children in Europe: Published research, good practice and main principles*. Brussels, Belgium: European Commission. Available at: http://ec.europa.eu/education/policies/lang/doc/young_en.pdf.
- Enever, J. (2011). *Early language learning in Europe*. British Council.
- Enever, J., & Lindgren, J. (2017). *Early Language Learning. Complexity and Mixed Methods*. Bristol, United Kingdom: Multilingual Matters.
- Murphy, V. (2014). *Second language learning in the early school years: Trends and contexts*. Oxford, United kingdom: Oxford University Press.
- Nikolov, M., & Mihaljevic Djigunovic, J. (2011). All shades of every color: An overview of early teaching and learning of foreign languages. *Annual Review of Applied Linguistics*, 3, 95–119.