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## EARLY INSTRUCTED SECOND LANGUAGE ACQUISITION Pathways to Competence

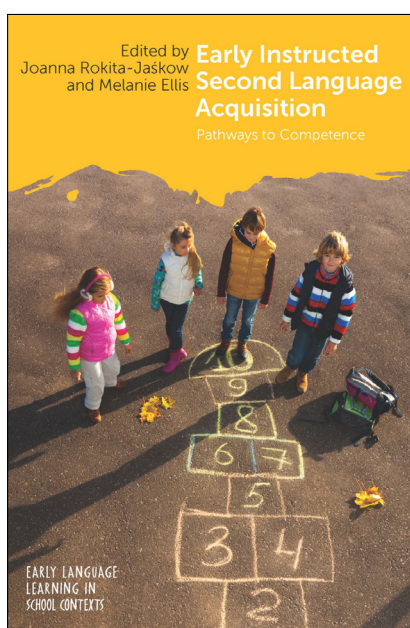
Edited by Joanna Rokita-Jaśkow and Melanie Ellis

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*This volume provides a timely focus on young learners at pre-primary and primary levels. It features useful information about how politics and policies affect educational contexts and outcomes and how early L2 oracy and literacy develop. It also considers the role of parental involvement and teacher-learner relationships at these early stages of the learning process. Teachers, teacher trainees and researchers will find the book very useful and relevant.*  
María del Pilar García Mayo, University of the Basque Country (UPV/EHU), Spain

*This volume truly extends our understanding of complex and dynamic pathways to competence in ELL. Besides presenting high-quality research from varied contexts, it introduces important but so far unexplored concepts like training the parents, parachute teachers, or SEN learners' self-concept. The book is an absolute must-read for all stakeholders in the ELL field.*  
Jelena Mihaljević Djigunović, University of Zagreb, Croatia

*This book enhances the growing body of work on young learners' second language acquisition with a close examination of early foreign language learning, particularly in the European context. Its focus on the learners, their parents and the pedagogy of teachers makes this book a worthy addition to texts in this area.*  
Rhonda Oliver, Curtin University, Australia



This book examines which factors lead to success in foreign language learning at an early age in instructional settings. The studies investigate learners aged between three and ten, their parents and teachers, and focus on the development of speaking and reading skills and how attitudes and motivation impact on the teaching and learning process.

Joanna Rokita-Jaśkow is Associate Professor in Applied Linguistics at the Pedagogical University of Cracow, Poland, where she is Head of the ELT section. She is author of over 40 papers and three books and her main research interests concern child foreign and second language acquisition and foreign language teacher education.

Melanie Ellis teaches at the Pedagogical University of Cracow, where she is Head of the Practical English section in the Department of English Language Education. Her research interests include foreign language learning assessment and supporting learners for whom foreign language learning presents a challenge.

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