





CONTENTS

List of Tables	9
List of Figures	11
Acknowledgements	13
Introduction	14
PART ONE: COGNITIVE, EMOTIONAL, SOCIAL AND LINGUISTIC DEVELOPMENT	
Chapter 1: Human learning	19
1 Approaches to learning	19
2 The role of intelligence in learning processes	21
2.1 Defining intelligence	21
2.2 Intelligence testing	22
2.3 Wechsler Intelligence Scale for Children	23
3 The role of memory in learning processes	26
3.1 Sensory, short-term and long-term memory	27
3.2 Memory strategies	28
3.3 Study strategies	29
3.4 Metamemory	30
3.5 Recall and recognition	30
3.6 Pictorial and verbal encoding: single versus dual memory models	31
4 Cognitive styles and learning styles	32
5 The role of perception in learning processes	38
Chapter 2: Child development and learning processes in children	41
1 Historical foundations	42
2 Theories of child development	46

2.1 Piaget's cognitive-developmental psychology	46
2.2 Vygotsky's sociocultural theory	48
2.3 Information processing	49
2.4 Bruner's theory	50
2.5 Feuerstein's theory	51
2.6 Ecological systems theory	52
3 Child development and the educational system	53
3.1 Early school years	53
3.2 Gesell's age group characteristics	54
3.3 Cognitive development – the period of concrete operations	56
3.4 Play as development	56
Chapter 3: First language acquisition	59
1 The history of child language studies	59
2 First language learning theories	62
3 Acquisition of phonology	65
4 The mental lexicon	66
5 Acquisition of the lexicon	68
6 Acquisition of syntax	72
Chapter 4: Second and foreign language acquisition	74
1 Theories of second language acquisition	74
1.1 Krashen's Monitor Model	76
1.2 Interlanguage theory	79
1.3 Linguistic universals	80
1.4 Cognitive theory	82
2 Factors influencing second language acquisition	83
2.1 Motivation	83
2.2 Aptitude and intelligence	85
2.3 The age factor	87
3 The comparison of first and second language learning	92
Chapter 5: Vocabulary in second and foreign language acquisition	96
1 Vocabulary processing – the bilingual lexicon	98
2 Aspects of knowing a word	98
3 Word difficulty	101
4 The role of memory in vocabulary acquisition	102
5 Vocabulary learning strategies	103
6 Teaching second language vocabulary	106
6.1 Enhancing comprehension	107
6.2 Enhancing production	108
7 Assessing vocabulary knowledge	110
8 Children's vocabulary learning and teaching	112

PART TWO: RESEARCH ON VOCABULARY RECOGNITION AND RECALL IN CHILDREN AGED 7–8	117
Chapter 6: Methodology of research on language learning and teaching	119
1 An overview	119
1.1 Defining research	119
1.2 Research traditions	120
2 Research methods	125
2.1 Case studies	126
2.2 Triangulation	127
2.3 Quasi-experimental methods	128
3 Ethical problems in educational research	129
4 Methods used in research projects in the primary context	131
Chapter 7: Research design	133
1 Research aims	133
2 Research variables and research questions	133
3 Research design and organisation	134
4 Sample	135
5 Research instruments	136
Chapter 8: A qualitative research project on vocabulary recognition and recall in children aged 7–8	138
1 Research subjects	138
1.1 Syllabus	139
1.2 Additional teaching materials	140
1.3 Learning progress	141
2 Methods, Procedures and Materials	143
2.1 Method	143
2.2 Procedure	144
2.3 Materials	146
3 Research instruments	146
4 Case studies	148
4.1 Case study A	150
4.2 Case study B	155
4.3 Case study C	159
4.4 Case study D	164
4.5 Case study E	168
4.6 Case study F	171
4.7 Case study G	175
4.8 Case study H	179
5 Factors influencing subjects' lexical attainment	182
5.1 Linguistic factors	184
5.2 Psychological factors	198
5.3 Conclusions from the qualitative research project for the quantitative research project	200

Chapter 9: A quantitative research project on vocabulary recognition and recall in children aged 7–8	202
1 Introduction	202
2 Research sample	202
3 Research method	203
4 Research instruments	204
5 Quantitative results in the researcher's perspective	204
5.1 Research question number 1	204
5.2 Research question number 2	206
5.3 Research question number 3	208
6 Correlation analysis of lexical test results and factors observed by the teacher	210
7 Teacher variable	212
8 Discussion	214
Conclusions and implications for teaching English to young learners	216
Bibliography	220
Subject index	234
Selected author's index	238