



CONTENTS



List of Tables	.....
List of Figures	.....
Acknowledgements	.....
Introduction	.....

PART ONE: COGNITIVE, EMOTIONAL, SOCIAL AND LINGUISTIC DEVELOPMENT

Chapter 1: Human learning	.....
1.1. Approaches to learning	.....
1.2 The role of intelligence in learning processes	.....
1.2.1 Defining intelligence	.....
1.2.2 Intelligence testing	.....
1.2.3 Wechsler Intelligence Scale for Children	.....
1.3 The role of memory in learning processes	.....
1.3.1 Sensory, short-term and long-term memory	.....
1.3.2 Memory strategies	.....
1.3.3 Study strategies	.....
1.3.4 Metamemory	.....
1.3.5 Recall and recognition	.....
1.3.6 Pictorial and verbal encoding: single versus dual memory models	.....
1.4 Cognitive styles and learning styles	.....
1.5 The role of perception in learning processes	.....
Chapter 2: Child development and learning processes in children	.....
2.1 Historical foundations	.....
2.2 Theories of child development	.....

2.2.1	Piaget's cognitive-developmental psychology	.....
2.2.2	Vygotsky's sociocultural theory	.....
2.2.3	Information processing	.....
2.2.4	Bruner's theory	.....
2.2.5	Feuerstein's theory	.....
2.2.6	Ecological systems theory	.....
2.3	Child development and the educational system	.....
2.3.1	Early school years	.....
2.3.2	Gesell's age group characteristics	.....
2.3.3	Cognitive development – the period of concrete operations	.....
2.3.4	Play as development	.....
 Chapter 3: First language acquisition		
3.1	The history of child language studies	.....
3.2	First language learning theories	.....
3.3	Acquisition of phonology	.....
3.4	The mental lexicon	.....
3.5	Acquisition of the lexicon	.....
3.6	Acquisition of syntax	.....
 Chapter 4: Second and foreign language acquisition		
4.1	Theories of second language acquisition	.....
4.1.1	Krashen's Monitor Model	.....
4.1.2	Interlanguage theory	.....
4.1.3	Linguistic universals	.....
4.1.4	Cognitive theory	.....
4.2	Factors influencing second language acquisition	.....
4.2.1	Motivation	.....
4.2.2	Aptitude and intelligence	.....
4.2.3	The age factor	.....
4.3	The comparison of first and second language learning	.....
 Chapter 5: Vocabulary in second and foreign language acquisition		
5.1	Vocabulary processing – the bilingual lexicon	.....
5.2	Aspects of knowing a word	.....
5.3	Word difficulty	.....
5.4	The role of memory in vocabulary acquisition	.....
5.5	Vocabulary learning strategies	.....
5.6	Teaching second language vocabulary	.....
5.6.1	Enhancing comprehension	.....
5.6.2	Enhancing production	.....
5.7	Assessing vocabulary knowledge	.....
5.8	Children's vocabulary learning and teaching	.....

PART TWO: RESEARCH ON VOCABULARY RECOGNITION AND RECALL IN CHILDREN AGED 7–8

Chapter 6: Methodology of research on language learning and teaching

6.1 An overview

6.1.1 Defining research

6.1.2 Research traditions

6.2 Research methods

6.2.1 Case studies

6.2.2 Triangulation

6.2.3 Quasi-experimental methods

6.3 Ethical problems in educational research

6.4 Methods used in research projects in the primary context

Chapter 7: Research design

7.1 Research aims

7.2 Research variables and research questions

7.3 Research design and organisation

7.4 Sample

7.5 Research instruments

Chapter 8: A qualitative research project on vocabulary recognition and recall in children aged 7–8

8.1 Research subjects

8.1.1 Syllabus

8.1.2 Additional teaching materials

8.1.3 Learning progress

8.2 Methods, Procedures and Materials

8.2.1 Method

8.2.2 Procedure

8.2.3 Materials

8.3 Research instruments

8.4 Case studies

8.4.1 Case study A

8.4.2 Case study B

8.4.3 Case study C

8.4.4 Case study D

8.4.5 Case study E

8.4.6 Case study F

8.4.7 Case study G

8.4.8 Case study H

8.5 Factors influencing subjects’ lexical attainment

8.5.1 Linguistic factors

8.5.2 Psychological factors

8.5.3 Conclusions from the qualitative research project for the quantitative research project

Chapter 9: A quantitative research project on vocabulary recognition and recall in children aged 7–8

9.1 Introduction

9.2 Research sample

9.3 Research method

9.4 Research instruments

9.5 Quantitative results in the researcher's perspective

9.5.1 Research question number 1

9.5.2 Research question number 2

9.5.3 Research question number 3

9.6 Correlation analysis of lexical test results and factors observed by the teacher

9.7 Teacher variable

9.8 Discussion

Conclusions and implications for teaching English to young learners . .

Bibliography

Subject index

Author index



LIST OF TABLES

Table 1:	WISC-III subtests attributed to each of the four factors
Table 2:	Kolb's four learning styles
Table 3:	Left- and right-brain characteristics
Table 4:	Summary of Stern's (1924) preliminary stage and four periods of language acquisition
Table 5:	Five major periods of language acquisition and their relation to proposals by Stern, Nice, and Brown
Table 6:	Linguistic-psychological parallels
Table 7:	Achievement motivation
Table 8:	Characteristics of internal and external motivation
Table 9:	Components of word knowledge
Table 10:	Qualitative and quantitative research characteristics
Table 11:	Types of research design
Table 12:	Broad categories of research
Table 13:	Questions for establishing the reliability and validity of a study
Table 14:	Summary of second language research parameters
Table 15:	A comparison of research methods in SLA and in mainstream education
Table 16:	Plan of research activities in 1999 and 2000
Table 17:	Chatterbox 1 syllabus contents
Table 18:	Topics and materials supplemented by the teacher
Table 19:	Research instruments and data availability
Table 20:	Case study A. Vocabulary test results
Table 21:	Case study B. Vocabulary test results
Table 22:	Case study C. Vocabulary test results
Table 23:	Case study D. Vocabulary test results
Table 24:	Case study E. Vocabulary test results

Table 25: Case study F. Vocabulary test results	
Table 26: Case study G. Vocabulary test results	
Table 27: Case study H. Vocabulary test results	
Table 28: Set 1 – Animals. Results of the recall test	
Table 29: Set 1 – Animals. Comparison of individual word difficulty	
Table 30: Set 1 – Animals. Comparison of individual children’s performance	
Table 31: Set 2 – Unrelated words. Results of the recall test	
Table 32: Set 2 – Unrelated words. Comparison of individual word difficulty	
Table 33: Set 2 – Unrelated words. Comparison of individual children’s performance	
Table 34: Set 3 – Household equipment. Results of the recall test	
Table 35: Set 3 – Household equipment. Comparison of individual word difficulty	
Table 36: Set 3 – Household equipment. Comparison of individual children’s performance	
Table 37: Set 3 – Household equipment. Results of the recognition test	
Table 38: Set 3 – Household equipment. Comparison of individual word difficulty	
Table 39: Set 3 – Household equipment. Comparison of individual children’s performance	
Table 40: Vocabulary test results vs. psychological test results (Wechsler Intelligence Scale for Children)	
Table 41: Vocabulary test results vs. subject’s concentration on the task (based on English teacher’s observation)	
Table 42: Correlation analysis of lexical test results and factors observed by the teacher (Pearson correlation coefficient)	



LIST OF FIGURES



Figure 1:	An ambiguous figure with two perceptual organizations
Figure 2:	Average Order of Acquisition of grammatical morphemes for English as a Second Language for children and adults
Figure 3:	Parameters in research design
Figure 4:	Research instruments and variables
Figure 5:	Graphic representation of Table 20
Figure 6:	Graphic representation of Table 21
Figure 7:	Graphic representation of Table 22
Figure 8:	Graphic representation of Table 23
Figure 9:	Graphic representation of Table 24
Figure 10:	Graphic representation of Table 25
Figure 11:	Graphic representation of Table 26
Figure 12:	Graphic representation of Table 27
Figure 13:	Graphic representation of Table 29
Figure 14a:	Graphic representation of Table 30 – recalled words
Figure 14b:	Graphic representation of Table 30 – non-recalled words
Figure 15:	Graphic representation of Table 32
Figure 16a:	Graphic representation of Table 33 – recalled words
Figure 16b:	Graphic representation of Table 33 – non-recalled words
Figure 17:	Graphic representation of Table 35
Figure 18a:	Set 3: Household equipment. Comparison of recalled words
Figure 18b:	Set 3: Household equipment. Comparison of non-recalled words
Figure 19:	Graphic representation of Table 38
Figure 20:	Graphic representation of Table 39
Figure 21:	Comparison of mean results on the vocabulary sets in the recall test
Figure 22:	Comparison of mean results on the vocabulary sets in the recognition test

- Figure 23:** Mean results of the recall test (all tested words)
- Figure 24:** Mean results of the recognition test (all tested words)
- Figure 25:** Comparison between the results obtained in the recall and recognition tests in vocabulary set 1 – Animals
- Figure 26:** Comparison between the results obtained in the recall and recognition tests in vocabulary set 2 – Unrelated words
- Figure 27:** Comparison between the results obtained in the recall and recognition tests in vocabulary set 3 – Household equipment
- Figure 28:** A two-factorial analysis of the teacher influence on the recall test results
- Figure 29:** A two-factorial analysis of the teacher influence on the recognition test results