



# **Second Language Learning in the Early School Years: Trends and Contexts (Oxford Applied Linguistics)**

*Victoria Murphy*

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At a time when children around the world are increasingly required to learn a second language in the primary classroom, *Second Language Learning in the Early School Years: Trends and Contexts* provides a much-needed overview of current themes and research on child second language learning. This book provides a detailed exploration of L2 language learning in the early years, examining past and present research evidence on bilingualism, second language, and foreign language learning in childhood, and providing a broad overview of research findings across a range of different contexts. The discussion focuses on learning contexts that intersect with educational provision in the early school years and a comparison of L2 outcomes across those contexts.

Murphy discusses current trends towards a younger starting age for foreign language learning. She evaluates to what extent 'younger is better' in L2 learning in the early school years, and what other variables may contribute to successful child L2 outcomes. Reviewing the research, *Second Language Learning in the Early School Years: Trends and Contexts* argues that young children can learn multiple languages without adverse effect on their overall language development in any of their languages.

This book is part of the Oxford Applied Linguistics Series, a series of titles providing thorough yet accessible coverage of controversial topics related to language use. The goal of the series is to influence the quality of language education through publishing and disseminating relevant scholarship and research. Additional material is available on the website: [www.oup.com/elt/teacher/sllearly](http://www.oup.com/elt/teacher/sllearly)

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