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**Facing Diversity in
Child Foreign Language
Education** Joanna Rokita-
Jaśkow 2021-04-29 This
edited book uses the
concept of diversity in
child foreign language
education as a major
organizing principle.
Since a foreign
language, most typically
English, is taught
globally to an
increasing number of
children, the

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variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two

presents a sample of classroom studies in which learner variables, such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

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