

Bibliography

- Adams, M. (1995). *Beginning to read*. Cambridge: MIT Press.
- AkSit, N. (2007). Educational reform in Turkey. *International Journal of Educational Development*, 27(2), 129-137.
- Al-Zedjali, F. and Etherton, S. (2009). Literacy development through the Integrated Curriculum Project: The Omani experience. In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives*, (pp. 149-156).
- Allwright, R. (1984). Why don't learners learn what teachers teach? The interaction hypothesis. In D. Singleton and F. G. Little (Eds.), *Language learning in formal and informal contexts*.
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57-64.
- American Council for the Teaching of Foreign Languages. 1983. *ACTFL Proficiency Guidelines*. Revised 1985. Hastings-on-Hudson, NY: ACTFL Materials Center.
- Ashworth, D. (1996). *Hypermedia and CALL*. In M. Pennington (Ed.), *The Power of CALL*, (pp. 79-96).
- Austin, J. L. (1962). *How to do things with words*. London: Oxford University Press.
- Arnold, J. and Fonseca, C. M. (2004). Multiple intelligence theory and foreign language learning: A brain-based perspective. *International Journal of English Studies*, 4(1), 119-136.
- Azaza, M. B. M. (2012). Developing and evaluating learner training materials. In H. Emery and F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 179-193). Dubai: TESOL Arabia.
- Batzle, J. (1992). *Portfolio assessment and evaluation*. Cypress, CA: Creative Teaching Press, Inc.
- Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57(3), 278-86.
- Berman, R. and Slobin, D. (1994). *Relating events in narrative: A cross linguistic developmental study*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berns, M. (1990). *Contexts of competence: Social and cultural considerations in communicative language teaching*. New York: Plenum.
- Bettleheim, B. (1976) *The uses of enchantment: the meaning and importance of fairytales*, London.
- Birdsong, D. and Molis, M. (2001). On the evidence for maturational constraints in language acquisition. *Journal of Memory and Language*, 44, 235-249.
- Biyaem, Suda. (1997). Learner training: Changing roles for a changing world, *Educational Innovation for Sustainable Development*. Third UNESCO-ACEID International Conference, Bangkok.
- Block, D. (2003). *The social turn in second language acquisition*. Washington, D.C: Georgetown University Press.

- Braine, G. (1999). *Non-native educators in English language teaching*. Mahwah, NJ: Erlbaum.
- Breen, M. and Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2): 89–112.
- Brewster, J., Ellis, G. and Girard, D. (2004). *The primary English teacher's guide* (New ed.). England: Pearson Education Limited. Brown, H. D. 1994.
- Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H.D. (2000). *Styles and strategies*. In *principles of language learning and teaching: Fourth Edition*. Longman: New York.
- (2003). *Language assessment: Principles and classroom practices*. New York: Pearson Longman ESL (ISBN: 0130988340).
- Bruner, J. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.
- (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.
- (1973). *Going beyond the information given*. New York: Norton.
- (1983). *Child's talk: learning to use language*. New York: Norton.
- (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.
- , Goodnow, J., and Austin, A. (1956). *A Study of Thinking*. New York: Wiley.
- Buck, G. (2001). *Assessing listening*. Cambridge, UK: University Press. Burts, D.C.
- Çakır, İ. (2004). *Designing activities for young learners in EFL classrooms*. Retrieved December 1, 2011 from <http://www.gefad.gazi.edu.tr/son/6.pdf>.
- Cameron, L. (2001). *Teaching languages to young learners*. UK: Cambridge University Press.
- Carless, D. (2004). Issues in teachers' reinterpretations of task-based innovations in primary schools. *TESOL Quarterly*, 38(4), 639–661.
- Chanintarat, A. (1997). *An Evaluation of English instruction of Prathomsuksa in changwat nakhon si thammarat*. Master's thesis. Prince of Songkla University. Thailand.
- Chern, C. and Hsu, H. (2009). Trainer training innovation: The trainer training programs in Taiwan. In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 157-163). Reading, UK: Garnet Education.
- Chitavelu, N., Sithamparam, S. and Teh, S.C. (1995). *ELT methodology: Principles and practice*. Oxford: Oxford University Press.
- Chomsky, N. (1969). *American power and the New Mandarins*. New York, Pantheon.
- Chulalongkorn University Language Center, (2000). *The reform of the English syllabus in the general education curriculum in Thai university, Bangkok*.
- Cobb, T. and Stevens, V. (1996). Computer assisted development of spoken language skills. In M. Pennington (Ed.), *The Power of CALL*. Houston: Athelstan Publications.
- Cook, G. (2000). *Language play, language learning*. Oxford: Oxford University Press.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly* 33: 185–209.

- Coombe, C. and Davidson, P. (2012). Assessing young language learners: Issues, principles and practices. In H. Emery and F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 283-296). Dubai: TESOL Arabia.
- Cooper, J. (2006). *Classroom teaching skills*. Boston: Houghton Mifflin Company.
- Coreil, R. (2003) *Multiple intelligences and new methods in college teaching: Articles by Howard Gardner and 41 educators* (Woodside, NY: Bastos Educational Books.
- Cuevas, J. (1996). *Educating limited-English proficient students: A review of the research on school programs and classroom practices*. San Francisco: West Ed.
- Creswell, J.W. (2003). *Research design, qualitative, quantitative and mixed methods approaches*, Thousand Oaks, CA: Sage.
- Darling, S., Della Sala, S., Logie, R.H. and, Cantagallo, A. (2006). Neuropsychological evidence for separating components of visuo-spatial working memory. *Neurology Journal*, 253:176-180.
- Department for Children, Schools and Families (2010). *Finding and exploring young children's fascinations*. Crown Copyright.
- Deckert, G. (2004). The communicative approach: Addressing frequent failure. *English teaching forum*, 42(1), 12-17.
- Deneme, S. and Baysal, M. (2012). Attitudes of young learners in Turkey towards learning English as a foreign language. In H. Emery and F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 299-317). Dubai: TESOL Arabia.
- Dornyei, Z. and Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*. London: Thames Valley University, 4: 43-69.
- Dornyei, Z. (2001). *Teaching and researching motivation*. England: Pearson Education Limited.
- (2007). *Research methods in Applied Linguistics*. Oxford: Oxford University Press.
- (2009). *Questionnaires in Second Language Research: Construction, Administration and Processing*. (2nd ed.). New York: Lawrence Erlbaum.
- Doupe, A. and Kuhl, P. (1999). Birdsong and human speech: Common themes and mechanisms. *Annual Review of Neuroscience*, 22, 567-631. Retrieved December 13, 2004 from: www.psych.ufl.edu/~steh/PSB4504/Doupe.pdf.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- , Tanaka, Y and Yamazaki, A. (1994b). Classroom interaction, comprehension and the acquisition of L2 word meanings. *Language Learning*, 44(3). 449-491.
- (1995). Modified input and the acquisition of word meaning. *Applied Linguistics*, 16, 409-441.
- (1997). *Second language acquisition*. Oxford: Oxford University Press.
- , and Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Flege, J., Yeni-Komshian, G. H. and S. Liu. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41:78-104.
- Fleta, M. T. (2009). Teaching techniques: From listening to music to storytelling. In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 181-187). Reading, UK: Garnet Education.

- Fromkin, V. and Rodman, R. (1998). *An introduction to language*. (6th ed.), Orlando: Hart, C. H., Charlesworth, R., Fleege, P. O., Mosley, J., and Thomasson, R. H. (1992).
- Hall, G. Quinn, L. and Gollnick, D.M. (2008). *The joy of teaching: Making a difference in student learning*. Boston: Pearson Education, Inc.
- Gardner, H. (2004). Audiences for the theory of multiple intelligences. *Teachers College Record*, 106, 212-220.
- Genesee, F. (1988) *Neuropsychology and second language acquisition*. In L.M. Beebe (1988), 81-112.
- Ghosn, I. (2002). Four good reasons to use literature in the primary school ELT. *English Language Teaching Journal*, 56, 172-79.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Gordon, T. (2007). *Teaching young children a second language*. USA: Praeger Publisher.
- Graddol, D. (2006). *English next. Why global English may mean the end of English as a foreign language*. Plymouth: British Council.
- Graham, C. (2006). *Creating chants and songs*. Oxford University Press.
- Gross, R. (1996). (3rd ed.). *Psychology. The science of mind and behavior*. Hodder and Stoughton, H. J. (1982) (revised ed.). *How children fail*. Penguin.
- Haley, M. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record*, 106, 163-180.
- Hakuta, K., Bialystok E. and Wiley, E. (2003). Critical evidence: A test of the critical period hypothesis for second language acquisition. *Psychological Science*, 14, 31-38.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. Longman.
- Hanson-Smith, E. (1997). Technology in the classroom: Practice and promise in the 21st century. *TESOL Professional Papers* (Online). Retrieved April 13th, 2013 from http://www.tesol.org/s_tesol/sec_document.asp.
- Harmer, J. (2003). Popular culture, methods, and context. *ELT Journal*, 57(3): 287-94.
- Heller, S. S., Jozefowicz, F., Reams, R., and Weinstock, J. (2004). Starting where the program is: Three infant mental health consultants discuss reflective practice. *Zero to Three*, 24, 10-19.
- Heffron, M., and Murch, T. (2010). *Reflective supervision and leadership in infant and early childhood programs*. Washington, D.C.: Zero to Three.
- Hill, R. (2012). Stories for young learners: Comparing fiction for native speakers with language learners literature. In H. Emery and F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 162-175). Dubai: TESOL Arabia.
- Ho, W. (2003). English language teaching in Asia today: An overview. In W. K. Ho and R. Y. L. Wong (Eds.), *English Language Teaching in East Asia Today: Changing Policies and Practices* (pp. 1-32). Singapore: Eastern Universities Press.
- Hoff, L. (2001). *People in crisis: Clinical and public health perspective*. San Francisco, CA: Jossey-Bass Publishers.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.
- İnal, D. (2009). 'The early bird catches the worm': The Turkish case. In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 71-78). Reading, UK: Garnet Education.

- Iyadamrongchai, R. (2005). *The existing situations and problems relating to foreign language teaching and learning in the northeastern part of Thailand (Educational region 5)*. The Thailand Research Fund.
- Jenkins, J. (2006). Current perspectives on teaching world English and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-1.
- Jaiyai, S., Torwong, P., Usaha, S., Danvirattana, A., Luangthongkam, S. and Johnstone, R. (2009). An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 31-41). Reading, UK: Garnet Education.
- Jones, E. and Nimmo, J. (1994). *Emergent curriculum*. Washington, DC: NAEYC.
- Jorntapha, L. (2000). *A study of performance according to the standards of English instructional management of the primary school principals under the jurisdiction of the provincial primary education office, Surin province*. Master's thesis. Khon Kaen University. Thailand.
- Johnson, M. (2004). *A philosophy of second language acquisition*. New York: New Haven, CT, London: Yale University Press.
- Kanoknirundorn, J. (1997). *The state of teaching English at prathom sukka 1: Preparatory level in doi saket district, Chiang Mai province*. Master's thesis. Chiang Mai University, Thailand.
- Katsuyama, H., Nishigaki, C., and Wang, J. (2008). The effectiveness of English learning in Japanese elementary schools measured by proficiency tests administered to seventh year Students. *Sage Journal Online*. Retrieved January 20, 2012, from <http://rel.sagepub.com/content/39/3/359.abstract>.
- Krause, A. (1997). Developing a personal philosophy in EFL for children. *The Language Teacher*, 15, No.2.
- Kramsch, C. and Sullivan, P. (1996). Appropriate pedagogy. *ELT Journal* 50/3: 199-212.
- Krashen, S. (1981). Bilingual education and second language acquisition theory. In *Schooling and language minority students: A theoretical framework*. (p.51-79). California State Department of Education.
- Krashen, S. (2007). Why bilingual education? *ERIC Digest*. Retrieved on October 29, 2011. from <http://www.nabe.org/education/why.html>.
- Kuo, I-C. (2006). Addressing the issue of teaching English as a lingua franca. *ELT Journal*, 60(3), 213-221.
- Kyriacou, C. (1996). *Klíčové dovednosti učitele – cesty k lepšímu vyučování*. Praha. Portál.
- Laevers F. (2011) *Experiential Education: Making Care and Education More Effective Through Well-Being and Involvement*. Leuven University.
- Larkin, M. (2002). Using scaffolded instruction to optimize learning, Retrieved August 26, 2011 from http://www.ericfacility.net/databases/ERIC_Digests/ed474301.html.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford, UK: Oxford University Press, 65.
- Lenneberg, E. (1967.) *Biological foundations of language*. New York: John Wiley and Sons.
- Li, D. (1997). *Absolutely not the same: The potential and problems of communicative language teaching in China* (Unpublished doctoral dissertation). University of Alberta: Alberta, Canada.

- , (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Littlewood, W. T. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Liu, D. (1998). Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students. *ELT Journal* 52/1: 3-10.
- , (2005). The trend and challenge for teaching EFL at Taiwanese universities. *RELC Journal*, 36(2), 211-221.
- McGroarty, M. (1984). Some meanings of communicative competence for second language students. *TESOL Quarterly* 18, 257-272
- McLeod S. (2010). *Zone of Proximal Development*. www.simplypsychology.org. *EYFS Framework Guide: Active learning*. Optimus Education.
- Markmee, K. and Taylor, S., (2001). Ongoing teacher development initiatives. *Thai TESOL*, 14(1), 10-13.
- Marshall, N. and Torpey, M. (1997). *Autonomy and interaction in a self-directed classroom*, in V. Berry et al. (eds.).
- Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis*, USA: Jossey-Bass.
- Mitchell, R. and Myles, F. (2004). *Second language learning theories*. (2nd ed.). London: Arnold.
- Nattinger, J. R. (1984) Communicative language teaching: A new metaphor. *TESOL Quarterly*, 18(3), 391-407.
- Newport, E. (2002). *Critical periods in language development*. In L. Nadel (Ed.), *Encyclopedia of Cognitive Science*. London: Macmillan Publishers Ltd. Nature Publishing Group.
- Nunan, D. (1987) Communicative language teaching: Making it work. *ELT Journal*, 41(2), 136-145.
- , (1988). *Syllabus Design*. Oxford: Oxford University Press.
- , (1989). *Designing tasks for the communicative classroom*. New York: Cambridge
- , (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press. O'Loughlin, J. is a certified W.I.D.A. Standards and Assessment Consultant; Consultant at Pearson Longman; Consultant and Author at Oxford University Press Owner at Language Matters Education Consultants, LLC; and Consultant and Teacher Trainer at the Center for Applied Linguistics. She is a past president of New Jersey TESOL (NJTESOL NJBE), and the conference chair for this year's CATESOL Conference, April 12-15, 2012, in Oakland, California.
- Pantaleoni, L. (1991). Syllabusing at primary level: The Italian perspective. In Brumfit, C., Moon, J. and Tongue, R. (Eds.). *Teaching English to children: From practice to principle*. Longman, 302-308.
- Pascal C., Bertram T. *Effective Early Learning Programme Child Involvement Scale*.
- Paul, D. (2003). *Teaching English to children in Asia*. Hong Kong: Pearson Education Asia.
- Penner, (1992). *Why many college teachers cannot lecture*. Illinois: Charles C. Thomas.
- Phinney, M. (1996). Exploring the virtual world: Computers in the second language writing classroom. In M. Pennington (Ed.), *The Power of Call*, pp. 137-152.
- Piaget, J. (1973). *To understand is to invent*, Grossman, New York, USA.

- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Pollard, A. and Tann, S. (1993). *Reflective teaching in the primary school – A handbook for the classroom* (2nd ed.). London: Cassell.
- Pollard, A., Anderson, J., Maddock M., Swatfield S., Warin, J., Warwick, P. (2008). *Reflective teaching – Evidenced-informed professional practice* (3rd. Ed.) London, New York: Continuum.
- Project IDEAL (2008). *Classroom management*. Project IDEAL website: <http://www.projectidealonline.org/classMgt.php>.
- Průcha, J. (2002). *Učitel*. Praha: Portál.
- Pope, R. (2002). *The English studies book : An introduction to language, literature and culture*. London: Routledge.
- Prodromou, L. (2007). A reader response to J.Jenkins', Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 409-415.
- Richards, J. and T. S. Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- , and Lockhart, C. (1996). *Reflective teaching in second language classrooms* (6th ed.). New York: Cambridge University Press.
- , (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- , and Rodgers, T. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge: Cambridge University Press.
- , and Farrell, T. S. C. (2005). *Professional development for language teachers Strategies for teacher learning*. New York. Cambridge University Press.
- , (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Rutherford, W. (1987). *Second language grammar: Learning and teaching*. Harlow: Longman.
- Ryan, C.D. (1994). *Authentic assessment*. Westminster, CA: Teacher Created Materials, Inc.
- Ryan, R. and Deci, E., (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, pp. 54-67. Retrieved 12/21/05 from <http://www.idealibrary.com>.
- Samantray, K. (2009). Applying multiple intelligences for teaching ESL to young learners. In J. Enever, J. Moon, and U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 215-222). Reading, UK: Garnet Education.
- Sarsar, N. M. (2008). *Adopting a reflective approach to professional development*. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/41/7c/b0.pdf.
- Savignon, S. (1987). Communicative language teaching. *Theory into Practice*, 26(4), 235-242.
- , (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-277.
- Scott, W. and Ytreberg, L. (1990). *Teaching English to children*. Harlow: Longman.
- Scovel, T. (1988). *Multiple perspectives make singular teaching*. In L.M. Beebe (1988), 169-190.
- , (2000). A critical review of the critical period research, *Annual Review of Applied Linguistics*. 20, 213-223.

- Shin, J. (2006). Ten helpful ideas for teaching English to young learners. *English Teaching Forum*, 44(2), 2-13.
- Siegel, D., and Shahmoon-Shanok, R. (2010). *Reflective communication: Cultivating mindsight through nurturing relationships*. Washington, D.C.: Zero to Three.
- (2010). *Mindsight: The new science of personal transformation*. New York, NY: Bantam Books.
- Singleton, D. (1995). *The age factor in second language acquisition: A critical look at the critical period hypothesis*. Clevedon: Multilingual Matters.
- , and Ryan, L. (2004). *Language acquisition: The age factor* (2nd ed.). Clevedon: Multilingual Matters Ltd.
- Skehan, P. (1996). Second language acquisition research and task-based instruction. In J. Willis and D. Willis (eds). *Challenge and change in language teaching*. Oxford: Heinemann.
- Spilková, V. a kol. (2004). *Současné proměny vzdělávání učitelů*. Brno: Paido.
- Stevens, G. (2004). Using census data to test the critical-period hypothesis for second-language acquisition, *Psychological Science*, 15(3), 215-216.
- Stronge, J. H., and Tucker, P. D. (2003). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY: Eye on Education.
- Sullivan, P. (2000). Playfulness as mediation in communicative language teaching in a Vietnamese classroom. In J. P. Lantolf, ed. *Sociocultural theory and second language learning*, 115-32. Oxford: Oxford University Press.
- Švec, V. (2005). *Pedagogické znalosti učitele: Teorie a praxe*. Praha: ASPI. Tickell C. (2011). *The Early Years: foundations for life, health and learning*. Crown Copyright.
- Thompson, N. and Pascal, J. (2011). Reflective practice: An existentialist perspective. *Reflective Practice*, 12(1), 15-26.
- Tudge, J. (1992). *Vygotsky, the zone of proximal development, and peer collaboration: Implications for classroom practice*. Ed. by Moll, L. C. *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*, Cambridge: Cambridge University Press.
- Valadez, P., Mante-Estacio, J., Gaerlan, M., and Borlongan, A. (2012). Contextualizing English language teacher education for young learners in the Philippines: Challenges in the practice teaching for pre-Service teachers' practicum. In H. Emery and F. Gardiner-Hyland (Eds.), *Contextualizing EFL for young learners: International perspectives on policy, practice and procedure* (pp. 88-98). Dubai: TESOL Arabia.
- Vandergrift, L. and Tafaghodtari, H. M. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470-497.
- Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. London: Longman.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, and E. Souberman, Eds.). Cambridge, Massachusetts: Harvard University Press, 79-91.
- Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers* (2nd ed.). Cambridge: Cambridge University Press.
- Wallace, M. J. (1991). *Training foreign language teachers – A reflective approach* (2nd ed.). Cambridge: Cambridge University Press.

- Weatherston, D., Weigand, R., and Weigand, B. (2010). Reflective supervision: Supporting reflection as a cornerstone for competency. *Zero to Three*, 31(2), 22-30.
- White, L. (2003). *Second language acquisition and universal grammar*. Cambridge: Cambridge University Press.
- Wong, H. and Wong, R. (2005). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Wood, D. (1998). *How children think and learn*. (2nd ed.). Oxford: Blackwood Publishers.
- Woolfolk, A. (1998). *Educational psychology* (7th ed.). Boston: Allyn and Bacon.
- Wortham, S.C. (2005). *Assessment in Early Childhood Education*: Prentice Hall.
- Wright, A. (1995). *Storytelling with Children*, Oxford University Press.
- Yang, C. (2006). *The infinite gift: How children learn and unlearn all the languages of the world*. New York: Scribner.
- Ytreberg, L. (1997). *Methods*. In Peter Doyé and Alison Hurrell (Editors), *Foreign language learning in primary schools*. Strasbourg: The Council of Europe. 25.

PAYAP UNIVERSITY