Contents

		of Figures	xi xii
	List of Tables		
	Series Editors' Preface		
1	Settir	ig the Scene	1
	1.1	Introduction	1
	1.2	A Few Key Premises and Why I Decided to Write	
		This Book	2
	1.3	The Title of the Volume	6
	1.4	Why Is This Book Needed Now?	8
	1.5	The Use of Key Terms	11
	1.6	The Map of the Book	13
	1.7	Conclusion	17
2	Fron	a Traditional to Contemporary Conceptions	
	of Childhood		18
	2.1	Introduction	18
	2.2		18
	2.3		21
	2.4	Developmental Psychology	22
	2.5	The Emergence of the New Sociology	
		of Childhood	23
	2.6	The Social Child: A 'Rights-Bearing' Citizen	28
	2.7	Childhood Studies from the 1990s to Current	
		Times and Children as Future Makers	32
	2.8	Towards a New Framework in Working with	
		Children in Applied Linguistics	34
	2.9	Children as Social Actors in Second Language	
		Education Research	39
	2.10	Conclusion	41

3	Voic	e, Agency and Participation	42
	3.1	Introduction	42
	3.2	The Key Concepts	42
		3.2.1 Voice	43
		3.2.2 Agency	46
		3.2.3 Degrees of Participation	47
	3.3	Using Participatory Methods and Tools	53
	3.4	Types of Participation: Research 'with' and	
		'by' Children	60
	3.5	The Relationship between Co-Researching (with)	
		and Child-Led Research (by)	68
	3.6	Conclusion	74
4	Child-Centredness and Democratic School Structures		
	4.1	Introduction	75
	4.2	Child-Centredness	76
	4.3	Learner-Centredness in Applied Linguistics	80
	4.4	Self-Determination Theory	82
	4.5	Engagement and Positive Emotional States	83
	4.6	Twenty-First Century Demands and Twenty-First	
		Century Skills: Future-Proofing Education	84
	4.7	From Traditional to Democratic	
		School Structures	86
	4.8	Learner-Centred Education and International	
		Baccalaureate Schools	90
	4.9	Active Self-Directed Learning in Maker Spaces	90
	4.10		92
	4.11	UNICEF Schools and Voice-Inclusive Practices	
		in Schools	94
	4.12		95
	4.13	0	
		Children in Applied Linguistics	97
	4.14	Conclusion	101
5	Children's Roles and Status in Applied		
	<u> </u>	uistics Research	103
	5.1		103
	5.2	1 I	
		Child L2 Education	103
	5.3	From a Narrow Focus to a Wide Range of Topics	107
		5.3.1 Areas of Research Activity	109
	5.4	Main Characteristics of SLA Research	110

	5.5	The Selected Set of Studies	112
		5.5.1 Focus/Area of Interest	114
		5.5.2 Age of Participants	114
		5.5.3 About the Contexts of Research	115
	5.6	Studies Positioned on the 'on-about-with-	
		by' Continuum	116
		5.6.1 Research 'on' and 'about' Children	117
		5.6.2 Towards Research 'with' Children	122
	5.7	Conclusion	126
6		ig the Gap: What Kind of Research Is Needed?	127
	6.1		127
	6.2	A Move from Studies 'on' and 'about' to 'with'	
		and 'by' Children	128
	6.3	Category 1: Eliciting Children's Views about	
		Important Matters (Examples 1–7)	129
	6.4	Category 2: Children in Active Roles (Examples	
		8–15)	149
	6.5	Category 3: Child-Led Research (Examples 16	
		and 17)	164
	6.6	The Focus of Research 'with' and 'by' Children	
		in Applied Linguistics	170
	6.7	Conclusion	172
7	Ethi	cal Issues and Dilemmas	173
1	7.1	n de la constantina por constante en la constante de la constante de la constante de la constante de la constan	173
	7.2		173
	7.3	The UNCRC and Rights-Based Research Ethics	1/5
	1.5	with Children: A Compromise between Children's	
		and Adults' Rights	174
		7.3.1 A Balance between Protection and	1/4
		Participation Rights	176
	71	Codes of Practice Relating to Applied Linguistics	178
		• • • •	187
	1.5	The Debate about Consent	
		7.5.1 Challenges with Consent	188
		7.5.2 Practical Difficulties Relating to Wording	102
		Consent Forms	192
		7.5.3 Consent across Local and	104
		Global Contexts	194
	7.6	Adult Roles in Research	196
	7.7	Challenges in Studies Where Children Play	400
	1 <u></u> 10 <u></u> 1	Active Roles	198
	7.8	Conclusion	200

8	Towards Children's Active Engagement in Applied		
	Linguistics Research		201
	8.1	Introduction	201
	8.2	The Relevance of the Extended Framework	
		for All	201
	8.3	Bringing Together Arguments for More	
		Active Participation	204
	8.4	Research in the Vacuum versus Incorporated into	
	••••	School Life	206
	8.5	Benefits and Challenges of Children's	
		Active Participation	206
	8.6	Future Directions and Challenges	209
		8.6.1 The Future of Childhood Studies	209
		8.6.2 The Unpredictability of the Future	210
		8.6.3 The Need to Embrace Critical Approaches	212
	8.7	What Is Needed in Our Field Now?	213
	8.8	Conclusion	216
	Αττ	endix of Studies	217
		erences	296
	Inde		324
	inue	·A	524