

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA990008977510403321 |
| Titolo | Industry and development |
| Pubbl/distr/stampa | Wien, : UNIDO |
| ISSN | 0250-7935 |
| | |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Periodico |
| | |
| 2. Record Nr. | UNINA9910733712903321 |
| Titolo | Early Language Learning Policy in the 21st Century : An International Perspective / / edited by Subhan Zein, Maria R. Coady |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2021 |
| ISBN | 9783030762513 3030762513 |
| Edizione | [1st ed. 2021.] |
| Descrizione fisica | 1 online resource (317 pages) |
| Collana | Language Policy, , 2452-1027 ; ; 26 |
| | |
| Disciplina | 372.65 |
| Soggetti | Language and languages - Study and teaching Education and state Language policy Early childhood education International education Comparative education Language Education Educational Policy and Politics Language Policy and Planning Early Childhood Education International and Comparative Education |
| | |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Chapter 1. Introduction to Early Language Learning Policy in the 21st Century -- Part 1. Providing Access and Strengthening Community -- Chapter 2. Struggling for a Diverse but Fair Policy: Policy Challenges to Implementing English at the Primary School Level in Japan -- Chapter 3. Early childhood foreign language learning and teaching in Serbia: A Critical Overview of Language Education Policy and Planning in Varying Historical Contexts -- Chapter 4. Early Mandarin Learning and Language-In-Education Policy and Planning in the Oceania -- Part 2. Redesigning Curriculum and Enhancing Instruction -- Chapter 5. Intercultural Understanding in Early Spanish Language Learning: A Policy Perspective from Queensland, Australia -- Chapter 6. Arabic as an Early Language Learning Provision in Bangladesh: Policy Perspectives -- Chapter 7. Early English Language Learning in Tanzania in Relation to Language Policy -- Part 3. Preparing High Quality Teachers -- Chapter 8. Long Tradition, New Scenarios for Early English Language Learning Policy in Argentina -- Chapter 9. Early Arabic Language Learning Policies and Practices in Israel: Historical and Political Factors -- Chapter 10. Where Have Personnel Policies on Early English Language Learning Taken us in Mexico so far? -- Part 4. Connecting Domains Across Language Policy -- Chapter 11. The Context of Schooling for Early Learners of Spanish in the United States -- Chapter 12. Early Mandarin Learning in South America: Present and Future Directions -- Chapter 13. German Teaching and Learning in Early Years and Primary Schools in the UK -- Conclusion -- Chapter 14. Language Policy for Starting Early, Reflections and Considerations.

Sommario/riassunto

This volume analyses the policymaking, expectations, implementation, progress, and outcomes of early language learning in various education policy contexts worldwide. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK. This exciting book brings all new attention to an often overlooked but critically important issue. Zein and Coady make a compelling argument to move beyond debates over critical periods and benefits of early language learning, and instead engage in practical language policy research that best informs the conditions under which early language learning programs can be most successful for teachers and young children. The rich international examples from expert scholars across six continents and several world languages perfectly captures the complexities of early language learning policy making and implementation. Wayne Wright, Professor, Purdue University, USA Zein and Coady break new ground with this publication – an edited collection of papers providing insights to the implementation of widely spoken languages in the primary school curriculum. Policies for the introduction of Arabic, German, Kiswahili, Mandarin Chinese and Spanish are discussed alongside English as a foreign language, adopting a historical approach in accounting for how the neoliberal turn presents a continuing challenge to valuing languages other than English. Each chapter is informed by the author's detailed knowledge of the policy context, including countries as diverse as Argentina, Australia, Bangladesh, Chile, Israel, Japan, Mexico, New Zealand, Paraguay, Serbia, Tanzania, United Kingdom and United

States. Together, this collection serves as a rallying call to policy makers for comprehensive investment in additional language programmes for early language learners. I strongly recommend this volume for graduate students, researchers and decision-makers interested in understanding the challenges of early language teaching policy and practice worldwide. Janet Enever, Professor Emerita, Umeå University, Sweden.
