

1. Record Nr.	UNINA9910733712903321
Titolo	Early language learning policy in the 21st century : an international perspective // edited by Subhan Zein and Maria R. Coady
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2021] ©2021
ISBN	3-030-76251-3
Descrizione fisica	1 online resource (317 pages)
Collana	Language Policy ; ; v.26
Disciplina	372.65
Soggetti	Language and education Language policy Education and state Ensenyament de la llengua Educació primària Llenguatge i llengües Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Series Editor Foreword -- Language Policy Book Series: Our Aims and Approach -- Contents -- About the Contributors -- Chapter 1: Introduction to Early Language Learning Policy in the Twenty-First Century -- Early Language Learning Policy: Setting the Scene -- Focus, Rationale and Significance -- Book Overview -- References -- Part I: 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 -- Introduction -- Historical and Societal Background of the Policy -- Current Primary English Policies -- Issues with Early Language Learning Policies -- English as an Imagined Global Competence-Ambiguous Goal Setting -- The Danger of Making Practical English Part of a High-Stakes, Uniform Accountability System -- Implications -- Conclusion -- References -- Chapter 3: Early Childhood Foreign Language Learning and Teaching in Serbia: A Critical Overview of Language Education Policy and Planning in Varying Historical Contexts -- Introduction --

Serbian Linguistic Ecology and Language Education Policy and Planning -- Language Education Policy, Foreign Language Instruction, and Dominant Language Ideology -- Serbian Foreign Language Education Policy: Overview and Historical Trajectory -- Serbian Language Education Policy in the Twenty-First Century: Reality vs. Vision and Needs -- Conclusions -- References -- Chapter 4: Early Mandarin Chinese Learning and Language-in-Education Policy and Planning in Oceania -- Introduction: Language Diversity of Australia and New Zealand -- Language-in-Education Planning Framework -- Theoretical Debates on Early Language Learning -- Mandarin Language-in-Education Planning in Australia -- Access Policy -- Personnel Policy -- Curriculum Policy -- Community Policy. Mandarin Language-in-Education Planning in New Zealand -- Access Policy -- Personnel Policy -- Curriculum Policy -- Community Policy -- Common Threads on Early Mandarin Learning in Australia and New Zealand -- Concluding Remarks -- References -- Part II: Redesigning Curriculum and Enhancing Instruction -- Chapter 5: Intercultural Understanding in Early Spanish Language Learning: A Policy Perspective from Queensland, Australia -- Introduction -- Australian National Curriculum: Intercultural Understanding at the Heart of Language Education -- IU and Languages in Australian Early Years Education -- Language Education in Queensland Context -- From Curriculum to Classroom -- Spanish-Speaking Community in Australia -- Early Spanish Language Education in Australia -- Mapping Pedagogical Futures Through Converging Lines of Inquiry -- Conclusion -- References -- Chapter 6: Arabic as an Early Language Learning Provision in Bangladesh: Policy Perspectives -- Introduction -- History of Arabic in Bangladesh -- Arabic and the Local Linguistic Ecology -- Teaching and Learning of Arabic and Other Foreign Languages -- Arabic in the Education System -- Arabic in Ibtedaye Madrasas -- Curriculum Policy for Arabic -- Discussion and Implications -- Conclusions -- References -- Chapter 7: Early English Language Learning in Tanzania in Relation to Language Policy -- Introduction -- Linguistic Background in Tanzania -- Curriculum Policy -- Language Learning Policies -- Medium of Instruction -- Difficulties Encountered in Early English Learning -- Strategies Adopted for Early English Learning -- Challenges Envisaged Through the 2014 Education and Training Policy -- Implications -- Conclusion -- References -- Part III: Preparing High Quality Teachers -- Chapter 8: Tradition and New Scenarios for Early English Language Learning Policy in Argentina. Beginning of Early English Language Teaching -- Recent Developments -- Challenges and Possibilities -- Conclusion -- References -- Chapter 9: Early Arabic Language Learning Policies and Practices in Israel: Historical and Political Factors -- Introduction -- Historical Development of Arabic Language Policy -- Ottoman Empire: 1516-1917 -- The British Mandate: 1917-1948 -- Contemporary Policies -- Arabic Policies and Instruction in Arabic Elementary Schools -- Access Policy -- Curriculum Policy -- Methodology and Materials Policy -- Personnel Policy -- Evaluation Policy -- Resource Policy -- Policy on Teaching Arabic as a Second Language in Elementary Hebrew Schools -- Access Policy -- Curriculum Policy -- Methodology and Materials Policy -- Personnel Policy -- Evaluation Policy -- Resource Policy -- Implications and Conclusion -- References -- Chapter 10: Where Have Personnel Policies on Early English Language Learning Taken Us in Mexico So Far? -- A View of the Mexican Linguistic Context -- Mexican Educational System -- Contemporary Mexican English Language Policies -- Early English Language Learning in Mexico -- Personnel Policies Regarding Early English Language

Learning -- Personnel Policy Definition -- Personnel Policies on English Language Learning in Mexican Basic Education -- Conflicting Planning Goal 1: Source of Teachers -- Conflicting Planning Goal 2: Teacher Training -- Conflicting Planning Goal 3: The Reward for Teachers -- Identifying Elements and Interrelations Within the System -- Implication and Conclusions -- References -- Documents Reviewed -- Part IV: Connecting Domains Across Language Policy -- Chapter 11: The Context of Schooling for Early Learners of Spanish in the United States -- Linguistic Ecology of the United States -- Sociohistorical Context of Spanish -- Education for Young Learners of Spanish. Additive and Subtractive Bilingual Education -- Language Programs for Young Spanish Learners -- Language-in-Education Planning Framework -- US Programs for Young Spanish Learners -- Spanish for Young Learners in Florida -- Florida Language Context -- Policies in Florida for Young Learners of Spanish -- Preschool Language-in-Education Policies in Florida -- Kindergarten Through Grade 2 Language-in-Education Policies in Florida -- Discussion -- Implications -- References -- Chapter 12: Early Mandarin Learning in South America: Present and Future Directions -- Mandarin in Three South American Countries -- Argentina's Language-in-Education Planning and Policy: A Brief Overview -- Mandarin Chinese in Argentina -- Chile's Language-in-Education Policy and Planning: A Brief Overview -- Chinese, the Language of the Twenty-First Century -- Paraguay's Language-in-Education Policy and Planning: A Brief Overview -- Chinese Diaspora and Community-Driven Mandarin Learning -- Conclusion -- References -- Chapter 13: German Teaching and Learning in Early Years and Primary Schools in the UK -- Policy for Early German Learning in UK -- England -- Wales -- Northern Ireland -- Scotland -- Discussion: Early German Learning Across the UK -- Access Policy -- Community Policy -- Resources and Materials Policy -- Curriculum Policy -- Methodology Policy -- Personnel Policy -- Evaluation Policy -- Conclusions and Recommendations -- References -- Part V: Conclusion -- Chapter 14: Language Policy for Starting Early, Reflections and Considerations -- The Implementation Dilemma -- Centuries and Attitudes -- The State of Things -- Framework: LP = A3 x P4 > G6 -- Three Authorisations -- Four Modes of Participation -- Six Goals -- Conclusion -- References -- Correction to: Where Have Personnel Policies on Early English Language Learning Taken Us in Mexico So Far?. Correction to: Chapter 10 in: S. Zein, M. R. Coady (eds.), Early Language Learning Policy in the 21st Century, Language Policy 26, https://doi.org/10.1007/978-3-030-76251-3_10 -- Index.
