

1. Record Nr.	UNINA9910733722903321
Titolo	Language Policy and Language Acquisition Planning // edited by Maarja Siiner, Francis M. Hult, Tanja Kupisch
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	3-319-75963-9
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (252 pages)
Collana	Language Policy, , 1571-5361 ; ; 15
Disciplina	401.93
Soggetti	Language and education Language policy Multilingualism Educational policy Education and state Language Education Language Policy and Planning Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Situating language acquisition, Siiner, Maarja, Hult, Francis M. and Kupisch, Tanja -- PART I BASIC AND SECONARY EDUCATION -- "It is just natural" A Critical Case Study of Family Language Policy in a 1,5 Generation Chinese Immigrant Family on the West Coast of the United States, Liu, Lu -- Between implementing and creating: Mothers of children with plurilingual family background and the Czech Republic's language acquisition policy, Özörencik, Helena and Hromadová, Magdalena -- Language Policy in a Multilingual Crèche in France: How is Language Policy Linked to Language Acquisition Beliefs? Caporal-Ebersold, Eloise -- Utilizing SLA findings to inform language-in-education policy: The case of early English instruction in Indonesia, Arfiandhani, Puput, Subhan Zein, Mochammad -- Portuguese as an Additional Language: Domains Use among Young Learners, Neves, Ana Cristina -- Language Education Policy and Practice in the U.S.: Emerging Efforts to Expand All Teachers' Understanding about

Language Development and Learning, Mueller, Peggy and Walqui, Aida -- PART II HIGHER EDUCATION -- Shaping a Danish Multilingual University's Language Policy: Gatekeepers and Drivers of Change, Holmen, Anne -- Globalization, Foreign Language Acquisition Planning and Classroom Practice: A Case Study of Multi-national Group Interaction in a Japanese University English Course, Nukuto, Hirokazu -- Washback effects of the Science without Borders, English without Borders and Language without Borders programs in Brazilian language policies and rights, Finardi, Kyria and Archanjo, Renata -- Language policy in reality – a study of language use in two English-taught courses at University of Copenhagen, Rønne, Camilla Falck -- PART III -- Resonances: Second Language Development and Language Planning and Policy from a Complexity Theory Perspective, Larsen-Freeman, Diane -- Inclusion in Education: Challenges for Linguistic Policy and Research, Fettes, Mark and F. Mahbod Karamouzian -- Language development in bilingual children: Fact, Factoid and Fiction, Gathercole, Virginia Mueller.

Sommario/riassunto

In the sociopolitics of language, sometimes yesterday's solution is tomorrow's problem. This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological, ideological, and historical forces. The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe. Case studies map the agents, resources, and attitudes needed for creating moments and spaces for language learning that may, at times, collide with wider beliefs and policies that privilege some languages over others. The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual challenges for language acquisition planning. These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations, historically situated political systems, language ideologies, community language socialization, relationships among stakeholders in communities and schools, interpersonal interaction, and intrapersonal development. In all, the volume demonstrates the multifaceted and socially situated nature of language acquisition planning.
