

TABLE OF CONTENTS

INTRODUCTION	9
1. EARLY CHILDHOOD DEVELOPMENT.....	13
1.1. Theories of development.....	14
1.1.1. The mechanistic worldview	15
1.1.2. The organismic worldview.....	21
1.1.3. The contextualistic worldview	28
1.1.4. The present perspective.....	31
1.2. Domains of development	31
1.2.1. Physical development.....	32
1.2.2. Cognitive development	33
1.2.3. Linguistic development.....	40
1.2.4. Social-Emotional development.....	50
1.2.5. Moral development	57
2. MULTIPLE FACES OF BILINGUALISM.....	62
2.1. Multiple perspectives	63
2.1.1. Balanced vs. unbalanced	65
2.1.2. Compound vs. coordinate and subordinate	67
2.1.3. Simultaneous vs. successive.....	68
2.1.4. Primary vs. secondary	68
2.1.5. Bilingualism vs. bilinguality and diglossia	69
2.2. Multiple power relations	72
2.2.1. Additive vs. subtractive.....	72
2.2.2. Folk vs. elite	73
2.2.3. Elective vs. circumstantial.....	75
2.2.4. Bicultural vs. monocultural and deculturated.....	76
2.3. Multiple circumstances.....	78
2.4. Multiple effects on language	79
2.4.1. Lexical borrowings.....	80
2.4.2. The nature of code switching	83
2.4.3. Reasons for codeswitching.....	84
2.5. Multiple advantages of bilingualism	92
2.6. Multiple fears and pressures.....	94

3. THE PLACE OF LANGUAGE TEACHING IN FORMAL EDUCATION	101
3.1. Pedagogy	101
3.2. Theories of learning influencing language teaching.....	103
3.2.1. Associationism	103
3.2.2. Constructivism	104
3.2.3. Connectionism.....	105
3.2.4. Situationism.....	106
3.3. Death of a method	107
3.4. Models of postmethod pedagogy	111
3.4.1. Three-Dimensional Framework	111
3.4.2. The Exploratory Practice Framework	115
3.4.3. The Macrostrategic Framework	117
3.4.4. Principled Approach.....	120
3.5. Early formal education	124
3.5.1. Formal additional language education	126
3.5.2. Integrating knowledge – the foundations of holism.....	127
3.5.3. Cross-curricular approach	129
3.5.4. Integrating language with other subjects.....	134
3.6. Aims of bilingual education	136
3.6.1. Types of bilingual programs.....	138
3.6.2. Bilingual education research	144
3.7. Language education in Poland	148
4. INVESTIGATING LINGUISTIC BEHAVIOUR IN INTEGRATED EFL AND SUBJECTS EDUCATION IN A LOWER PRIMARY CLASSROOM. QUALITATIVE ANALYSIS.....	158
4.1. The language classroom as an object of research interest.....	158
4.2. Classroom ethnography	159
4.2.1. Defining discourse.....	160
4.2.2. The uniqueness of classroom interactions.....	164
4.2.3. Language behaviour in a language-rich lower primary classroom – an ethnographic approach	170
4.2.4. Research questions	171
4.2.5. Participants	172
4.2.6. Method and materials	174
4.2.7. Data collection and qualitative analysis	174
4.2.8. Results and discussion.....	213
5. EXECUTIVE CONTROL IN INTEGRATED EFL AND SUBJECTS EDUCATION IN A LOWER PRIMARY CLASSROOM. A QUANTITATIVE STUDY	218
5.1. The nature of executive control.....	219
5.2. Selected studies on executive control in bilinguals.....	221

5.3. Executive control in english and subjects integrated teaching classroom	
– stroop test	223
5.3.1. Research questions	228
5.3.2. Method and materials.....	228
5.3.3. Data collection and quantitative analysis.....	231
5.3.4. Results and discussion.....	244
5.3.5. Limitations and suggestions for further research.....	248
CONCLUSIONS AND IMPLICATIONS	251
REFERENCES	257
LIST OF FIGURES	279
LIST OF TABLES	280