

Editorial Preface

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Within this inaugural issue of the International Journal of Curriculum Development and Learning Measurement (IJCDLM), which investigates curriculum development for students Pre-K through adulthood and beyond within formal and informal contexts of education as well as current research empirical research and case studies from around the world the reader will find a variety of articles related to language acquisition. The first, “All the Class is a Stage,” discusses a unique way to teach English Language through the use of the theater. Through this instructional strategy, learning becomes student-centered, which makes the learning more engaging and interesting by permitting the pupil to use their creative thinking skills. The second article, “Pedagogical Foci of Teaching Cantonese as a Second Language: From Linguistic Competence to Pragmatic Use” investigates the teaching of Cantonese as a second language and whether it should be taught linguistically or through the use of pragmatic language. This debate is influenced by TESOL theories and foreign language education. The next feature, “An Exploration of Multilingualism and Zimbabwean Language Policy as an Impact to Child’s Holistic Development” debates which of the 16 official languages in Zimbabwe should be taught in STEM (Science, Technology, Mathematics and Engineering) education. It also looks at the advantages and disadvantages of multilingualism. The fourth account, “Blended Approach for Learning English as Second Language” investigates whether or not a blended learning approach is beneficial for English language learners. Should second language acquisition be taught this way, or should it remain a face-to-face activity? Lastly, “Montessori Language Arts – The Excellence Path to Early Childhood Language Development” is an article which discusses how a deep understanding about the Montessori instructional strategies can assist second language learners to learn English through the “play way method.”

It is my hope that by reading these articles you will gain knowledge and use the information in your classrooms, or perhaps use it to further investigate these topics. Whatever the reason, thank you for reading our journal.

Pam Epler
Editor-in-Chief
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