

1. Record Nr.	UNINA9910457293903321
Titolo	Perspectives on foreign-language policy [[electronic resource]] : studies in honour of Theo van Els // edited by Theo Bongaerts, Kees de Bot
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, Pa., : J. Benjamins Pub. Co., c1997
ISBN	1-283-42391-X 9786613423917 90-272-7422-3
Descrizione fisica	1 online resource (232 p.)
Altri autori (Persone)	ElsTheo van BongaertsTheo De BotKees
Disciplina	306.44/9
Soggetti	Language policy Language and languages - Study and teaching Language planning Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	PERSPECTIVES ON FOREIGN-LANGUAGE POLICY; Title page; Copyright page; Table of contents; Preface; Foreign-Language Teaching Policy in the Netherlands 1800-1970: A Historical Outline; Introduction; 1. 1796-1857: FLT and the Beginnings of a National Educational System; 1.1 The national school; 1.2 The Education Act of 1806 and its implications for FLT; 1.3 The earliest form of foreign-language teacher training; 1.4 FLT and the Latin schools; 1.5 FLT in Higher Education; 2. 1857-1876: The Education Acts of 1857, 1863 and 1876; 2.1 FLT in Extended Primary Education 2.2 FLT in the Higher Burgher Schools 2.3 FLT in the Grammar Schools; 2.4 FLT at the University of Groningen; 2.5 FLT and teacher training; 3. 1876-1920: From Experiments to Consolidation; 3.1 Government policy and FLT content; 3.1.1 The Higher Burgher Schools (HBS; 3.1.2 The Grammar Schools; 3.1.3 Extended Primary Education; 3.2 Foreign-language teacher training; 4. 1920-1968: From Consolidation to

Innovation; 4.1 Consolidation in Secondary Education; 4.2 Innovation: the post-war years and beyond; 4.2.1 Higher Education; 4.2.2 Secondary Education; 5. Conclusion; References

The Task Force of the Dutch National Action Programme as an Instrument for Developing and Implementing Foreign-Language Policy

A Growing Need for Foreign-Language Competence; Supply and Demand Analysed; Directions for a Future Policy; The Establishment of the Task Force; Central Issues of the Action Programme; Concrete Actions to Implement the Recommendations; The Political Testament of the Task Force; Evaluation of the Task Force as an Instrument for Innovation; References; NAP as a Basis for a Coherent FLT Policy; The Difficulty of Spanish for Dutch Learners; Introduction

Spanish in Dutch Education Easy and Difficult Languages?; Mother Tongue and Foreign Language; Differences in Learning Outcomes Between Languages; School marks as a measure of learning outcome; Learning outcomes and levels of language proficiency; Perceived Difficulty; The importance of learner characteristics in research into the difficulty of languages; The difficulty of Spanish for Dutch learners; References; Changing Targets - Changing Tests; Introduction; Recommendations of the NAP and Points of Departure in Testing; New Programmes and Tests; Reading skill; Listening skills; Speaking skills Writing skills Priorities; Conclusion; Notes; References; Appendix A; Appendix B; Reading skills; Listening skills; Speaking skills; Writing skills; Horizon Taaland Language Planning in the United States; Introduction; Planning Oriented to Adult Use; Centralization of Planning and Management; The Choice of Languages; Architecture; Conclusion; References; Developing a Language-Competent American Society: Implications of the English-Only Movement; Introduction; Normative Bilingualism as Policy and Practice Internationally; Pervasive Monolingualism as Policy and Practice Domestically

Need for a Facilitative rather than Restrictive Policy

Sommario/riassunto

This volume, containing fourteen invited papers on foreign-language policy, starts off with a brief history of foreign-language teaching policy in the Netherlands. This historical outline is followed by four contributions of authors who once developed the Dutch National Action Programme (NAP) on Foreign Languages under the directorship of Theo van Els. The second section consists of five contributions written by experts from Germany, Israel, Finland and the United States, who reflect on the language policies adopted in their countries and on the international impact of the ideas developed in
