

1. Record Nr.	UNINA9910810118803321
Titolo	English in Europe today : sociocultural and educational perspectives // edited by Annick De Houwer, Antje Wilton
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2011
ISBN	1-282-97681-8 9786612976810 90-272-8734-1
Edizione	[1st ed.]
Descrizione fisica	x, 170 p. : ill
Collana	AILA applied linguistics series ; ; v. 8
Altri autori (Persone)	De HouwerAnnick WiltonAntje
Disciplina	428.0071/04
Soggetti	English language - Study and teaching - Europe English language - Europe English language - Influence on foreign languages Languages in contact
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The dynamics of English in a multilingual Europe / Antje Wilton and Annick De Houwer -- The increasing role of English in Basque education / Jasone Cenoz -- English language testing: A case study of test development in Greece / Susan Gass and Daniel Reed -- When comprehension is crucial: Using English as a medium of instruction at a German university / Annelie Knapp -- English as a l and the Standard English misunderstanding / Kurt Kohn -- The early acquisition of English as a second language: The case of young Chinese learners of English in Britain / Li Wei -- The more languages, the more English A Dutch perspective / Jacomine Nortier -- Conceptualizing English for a multilingual Europe / Barbara Seidlhofer -- English as a foreign language: The role of out-of-school language input / Marjolijn Verspoor, Kees de Bot and Eva van Rein.
Sommario/riassunto	This chapter investigates to what extent the process of second language acquisition is influenced by amount and type of input. After a brief description of the place of English in the lives of secondary school students in the Netherlands, the article reports on a semi-longitudinal

study comparing students whose out-of-school contact with English is quite limited and a group of students who have regular access to English popular media. Both groups were tested in a high-input condition (bilingual education) and in a low-input condition (monolingual education). The findings show a complex relation between the role of out-of-school and in-school input and developing proficiency that can only be discovered through a semi-longitudinal approach.
