

Ingekomen publicaties

Hubert Ivo & Kristin Wardetzky, *Aber spätere Tage sind als Zeugen am Weisesten. Zur literarisch-ästhetischen Bildung im politischen Wandel. Festschrift für Wilfried Bütow*. Berlin, Volk und Wissen Verlag GmbH, 1997.

Elise van der Erve, *Takenpakket coördinatie taalbeleid voortgezet onderwijs*. Studie en onderzoek binnen het project Nederlands VO 25. Enschede, SLO, 1997.

Gelieve publicaties voor opname in de rubriek 'Ingekomen publicaties' en/of ter bespreking te sturen naar het Redactiesecretariaat.

Brit van Schooneveld & Peter van der Wal

Literary education in the first three years of secondary education: teaching strategies and curriculum design

The article reports on the results of a project in which teachers answer the question as to how the new National Curriculum Framework for the first three years of secondary education affect the literary education. Firstly, the design of literary education in the first three years of secondary education is described and the changes that come from the new National Curriculum Framework are presented. Secondly, results concerning the educational goals teachers pursue in their literary education are especially noted as well as models concerning the attitudes of teachers towards different aspects of fiction. Thirdly, through regression and covariance analyses the educational goals teachers pursue are put into relation with different background variables (e.g. schools, age, educational level, etc.).

Korrie van Helmont & Jodiek van Halbeek

Text revision by Dutch First and Second language users in secondary education

In spite of the fact that the position of DSL pupils who have Dutch as a second language (DSL) in secondary education is becoming increasingly important, there is still little empirical research in the Netherlands. There are still gaps about topics. Linguistic research on DSL proficiency of pupils between 12 and 18 is rare and mainly focussed on reading skills and DSL across the curriculum. Oral proficiency and writing skills are hardly being studied. In this paper empirical data on writing skills

