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Nota di contenuto

Introduction -- A Journey Through the Landscapes of (Foreign) Language Teacher Education -- Repositioning English Language Teaching: From Disconnectedness to Connections? -- It's Time for Understanding(s): The Recursive Cycle of Language Pedagogy and Classroom Enquiry -- Blurry Borders: Perspectives from Three University EFL/ESL Teachers on Work-life Balance and Teacher Professional Well-being -- Challenging Boundaries in the CLIL Classroom: An E-learning Teacher Training Programme -- Beyond the Garrison: Global Education and Teaching (Canadian) Literature in the EFL Classroom.

Sommario/riassunto

This edited collection challenges the perceptions of disciplinary, linguistic, geographical and ideological borders that run across language education. By highlighting commonalities and tracing connections between diverse sub-fields that have traditionally been studied separately, the book shows how the perspectives of practitioners and researchers working in diverse areas of language education can mutually inform each other. It consists of three thematic parts: Part I outlines the field of language education and challenges its definition by highlighting additional theoretical constructs that have tended to be viewed as separate from language education. Part II investigates curricular boundaries, showing how the language-learning curriculum can be enriched by connections with other curricular areas. Lastly, Part III looks into the challenges and opportunities associated with language education against the backdrop of globalisation.
