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Nota di contenuto	Machine generated contents note: -- INTRODUCTION -- 1. The Book in a Nutshell -- 2. Key Issues Relevant to the Studies to Be Reported: Beliefs, Agency and Identity -- PART I - LEARNING ENGLISH AS A FOREIGN LANGUAGE: FROM SCHOOL CHILDREN TO YOUNG ADULTS -- 3. Authority Versus Experience: Dialogues on Learner Beliefs; Mari Aro -- 4. In Action and Inaction: English Learners Authoring Their Agency; Mari Aro -- PART II - STUDYING FOREIGN LANGUAGES: FROM FIRST- YEAR UNIVERSITY STUDENTS TO GRADUATES -- 5. Student Teachers' Beliefs and Motivation, and the Shaping of Their Professional Identities;

Ana Maria F. Barcelos -- 6. Student Teachers' Beliefs about L1 And L2 Discursively Constructed: A Longitudinal Study of Interpretative Repertoires; Paula Kalaja -- 7. 'Dreaming Is Believing': The Teaching of Foreign Languages as Envisioned by Student Teachers; Paula Kalaja -- PART III - TEACHING FOREIGN LANGUAGES: FROM NOVICE TEACHERS TO EXPERIENCED PROFESSIONALS -- 8. Dependent or Independent: The Construction of the Beliefs of Newly Qualified Foreign Language Teachers; Maria Ruohotie-Lyhty -- 9. Stories of Change and Continuity: Understanding the Development of the Identities of Foreign Language Teachers; Maria Ruohotie-Lyhty -- Conclusion -- 10. Comparing and Contrasting the Studies Reported: Lessons Learnt.

Sommario/riassunto

This book explores the phenomena of believing (or giving personal meanings), acting, and identifying (or identity construction), and the interconnectedness of these phenomena in the learning and teaching of English and other foreign languages.
