1. Record Nr. UNINA9910418295503321 Autore Mo Xinyu Titolo Teaching reading and teacher beliefs: a sociocultural perspective / / Xinyu Mo Pubbl/distr/stampa Cham, Switzerland: ,: Springer, , [2020] ©2020 **ISBN** 3-030-47170-5 Edizione [1st ed. 2020.] 1 online resource (XIX, 189 p. 9 illus.) Descrizione fisica English Language Education, , 2213-6967; : 20 Collana Disciplina 428.0071051 Soggetti English language - Study and teaching - Chinese speakers Lingua di pubblicazione Inglese **Formato** Materiale a stampa Monografia Livello bibliografico Nota di contenuto Introduction -- ELT and EFL Teachers in Chinese Universities -- A Framework for Analyzing Teacher Beliefs -- Theoretical Beliefs --Action Beliefs -- Context Beliefs -- Beliefs about Teachers' Roles --Conclusion. Sommario/riassunto This book explores language teacher beliefs in English as a Foreign Language (EFL) reading instruction in the context of Chinese university English instructors. Since the 1990s, there has been a renewed interest on teacher beliefs in the domain of language teacher cognition. However, most studies in this area aim at investigating the relationship between particular aspects of teacher beliefs and classroom practices, largely ignoring the complexity of teacher beliefs. This study explores the issue from an alternative perspective by conceptualizing teacher beliefs as a complex, dynamic and multi-faceted system. By adopting five rounds of interview and four classroom observations, the year-long study reveals seven key features of the belief system shared among six participants. It calls for the holistic, complex and insider view to examine teacher beliefs in relation to the sociocultural and historical

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contexts where the teachers work and live. "An inspiring journey into the complex world of EFL teachers' beliefs." Michael K. Legutke, Justus