

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.]
Descrizione fisica	1 online resource (XIX, 189 p. 9 illus.)
Collana	English Language Education, , 2213-6967 ; ; 20
Disciplina	428.0071051
Soggetti	English language - Study and teaching - Chinese speakers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
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 contexts where the teachers work and live. "An inspiring journey into the complex world of EFL teachers' beliefs." Michael K. Legutke, Justus Liebig University Giessen.