

1. Record Nr.	UNINA9910746954003321
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Titolo	Developing Global Awareness for Global Citizenship Education : English Language Teachers' Beliefs and Practices in China // by Hongtao Jing
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023
ISBN	9789819941797 9819941792
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (183 pages)
Collana	Intercultural Communication and Language Education, , 2520-1743
Disciplina	428.0071051
Soggetti	Language and languages - Study and teaching Teachers - Training of International education Comparative education Language Education Teaching and Teacher Education International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Part I Exploring Core Issues of Global Awareness and Global Citizenship -- 1 Introducing the Global Awareness Study -- 2 Global Awareness, Intercultural Communicative Competence, and Global Citizenship -- 3 Global Englishes, Global Learning, and Teacher Cognition -- 4 Global Awareness and Intercultural Language Teaching in China -- Part II Teacher Cognition about Global Awareness -- 5 Teachers' Beliefs and Reported Practices Regarding Global Awareness -- 6 Factors that Shape Teachers' Beliefs about Global Awareness -- Part III Global Awareness in Classroom Practice -- 7 Chinese English Teachers' Classroom Practices -- 8 Classroom Practices of Three Canadian English Teachers -- Part IV Discussion and Conclusions -- 9 Discussion -- 10 Preparing Language Teachers for Intercultural/Global Citizenship Education -- 11 Conclusions.
Sommario/riassunto	This book has explored in depth the beliefs and practices of foreign language teachers regarding global awareness in the context of a Chinese senior high school. This book defines global awareness as a

combination of global knowledge, global attitudes, and global skills for a global citizen to act from the local community to the global community. By analysing qualitative data such as classroom observations, interviews and focus groups with language teachers and linking these findings to language education policy and practice in China, this book has explored how English language teachers teach English language, intercultural communicative competence and global awareness in China. This book will be of interest to researchers, language teachers and students in the fields of language education and intercultural communication. It also provides a readable overview for those new to the field of ICC and global citizenship education.
