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Nota di contenuto	Introduction -- 1. The Origins of Teacher Cognition Research -- 2. The Cognitions of Pre-service Language Teachers -- 3. The Cognitions of In-service Language Teachers -- 4. Teacher Cognition in Grammar Teaching -- 5. Teacher Cognition in Literacy Instruction -- 6. Self-Report Instruments -- 7. Verbal Commentaries -- 8. Observation -- 9. Reflective Writing -- 10. A Framework for Studying Language Teacher Cognition -- References -- Index.
Sommario/riassunto	"The study of teacher cognition -- what teachers think, know and believe -- and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in

