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Nota di contenuto	Preliminary Material -- Foreword -- Preface -- Incorporating second language acquisition research into teacher education / Juana M ^a Licerias -- Integrating the European portfolio in a competency-based teacher education approach / Daniel Madrid Fernández -- Action research in English as a foreign language teacher training in Spain: Trainees' perception of their development of competencies for effective teaching and a comparison with language teacher competency development in the UK / M ^a del Pilar Montijano Cabrera and Kari Stunel -- Language teacher education models: New issues and challenges / Marie-Christine Deyrich and Kari Stunel -- Practicum experience in teacher education: Is experience the best teacher? / Muriel Grosbois -- Teaching pronunciation in the post-EFL era: Lessons from ELF and implications for teacher education / Nicos C. Sifakis -- The importance of developing multicultural awareness in ELT teacher education / Sophia Papaefthymiou-Lytra -- Teacher emotion, emotional labor and teacher identity / Paul A. Schutz and Mikyoung Lee -- NNS imagining a future self as teachers in bilingual education / María E. Torres-Guzmán and Patricia Martínez Álvarez -- Beliefs in learning to teach: EFL student teachers' beliefs about corrective feedback / Juan de Dios Martínez Agudo -- Native or non-native? The nativeness factor from the EFL student teachers' perspective / Juan de Dios Martínez Agudo and Ian Robinson -- Teaching and learning how to plan lessons for EFL

classrooms: Implementation of classroom techniques and activities / M^a Sagrario Salaberri Ramiro , Nazmi Abdul-Salam Al-Masri and M^a del Mar Sánchez Pérez -- Textbook use training in EFL teacher education / M^a del Pilar Montijano Cabrera -- Human drive and humanistic technologies in ELT training / Gabriele Azzaro -- CLIL pedagogy in Europe: CLIL teacher education in Germany / Christina Isabel Brüning and Maja-Svea Purrmann -- Challenges facing pre-service ESP teacher education: Legal and medical English / Eduarda Melo Cabrita , Isabel Ferro Mealha and Rita Queiroz de Barros -- Notes on contributors / Juan de Dios Martínez Agudo.

Sommario/riassunto

The field of Second Language Teacher Education (SLTE) is mainly concerned with the professional preparation of L2 teachers. In order to improve teaching in the multilingual and multicultural classroom of the 21st century, both pre- and in-service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances, expanding their roles and responsibilities so as to face the new complex realities of language instruction. This volume explores a number of key dimensions of EFL teacher education. The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE. Topics discussed include the importance of SLA research; competency-based teacher education approach; classroom-based action research; SLTE models; the value and role of practicum experience abroad; the models of pronunciation teaching; multicultural awareness and competence; the influence of teachers' cognitions, emotions and attitudes on their emerging and changing professional identities; the potential of classroom materials and technology; and CLIL and ESP teacher education. English as a foreign language teacher education: Current perspectives and challenges will be of interest to teachers-in-training, teachers, teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes.
