

1. Record Nr.	UNINA9910791886803321
Titolo	Research on second language teacher education : a sociocultural perspective on professional development / / edited by Karen E. Johnson, Paula R. Golombok
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-136-92406-X 1-136-92407-8 1-283-03859-5 9786613038593 0-203-84499-8
Descrizione fisica	1 online resource (300 p.)
Collana	ESL & applied linguistics professional series
Altri autori (Persone)	GolombokPaula R JohnsonKaren E
Disciplina	428.0071/1
Soggetti	English language - Study and teaching - Foreign speakers - Evaluation English teachers - Training of - Social aspects Second language acquisition - Research - Methodology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [254]-273) and index.
Nota di contenuto	Book Cover; Title; Copyright; Dedication; Contents; Preface; Acknowledgments; Chapter 1 A Sociocultural Theoretical Perspective on Teacher Professional Development; Part I Promoting Cultural Diversity and Legitimating Teacher Identities; Chapter 2 Becoming a Culturally Responsive Teacher: Personal Transformation and Shifting Identities During an Immersion Experience Abroad; Chapter 3 "I'm Not Alone": Empowering Non-Native English-Speaking Teachers to Challenge the Native Speaker Myth; Chapter 4 Working Toward Social Inclusion Through Concept Development in Second Language Teacher Education Part II Concept Development in L2 Teacher EducationChapter 5 "Seeing" L2 Teacher Learning: The Power of Context on Conceptualizing Teaching; Chapter 6 Embracing Literacy-based Teaching: A Longitudinal Study of the Conceptual Development of Novice Foreign Language Teachers; Chapter 7 Synthesizing the Academic and the Everyday: A Chinese Teacher's Developing Conceptualization of

Literacy; Part III Strategic Mediation in L2 Teacher Education; Chapter 8 Dynamic Assessment in Teacher Education: Using Dialogic Video Protocols to Intervene in Teacher Thinking and Activity Chapter 9 Moodle as a Mediational Space: Japanese EFL Teachers' Emerging Conceptions of Curriculum Chapter 10 The Reverse Move: Enriching Informal Knowledge in the Pedagogical Grammar Class; Chapter 11 Strategic Mediation in Learning to Teach: Reconceptualizing the Microteaching Simulation in an MA TESL Methodology Course; Part IV Teacher Learning in Inquiry-Based Professional Development; Chapter 12 Teacher Learning through Critical Friends Groups: Recontextualizing Professional Development in a K-5 School Chapter 13 Teacher Learning through Lesson Study: An Activity Theoretical Approach toward Professional Development in the Czech Republic Part V Navigating Educational Policies and Curricular Mandates; Chapter 14 Ten Years of CLT Curricular Reform Efforts in South Korea: An Activity Theory Analysis of a Teacher's Experience; Chapter 15 Learning to Teach under Curricular Reform: The Practicum Experience in South Korea; References; List of Contributors; Index

Sommario/riassunto

Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis, this volume documents the complexities of second language teachers' professional development in diverse L2 teacher education programs around the world, including Asia, South America, Europe, and North America, and traces that development both over time and within the broader cultural, historical and institutional settings and circumstances of teachers' work. This systematic examination of teacher professional development illuminates in multi
