

1. Record Nr.	UNINA9910793058303321
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Titolo	Teacher education in computer assisted language learning : a sociocultural and linguistic perspective / / Euline Cutrim Schmid
Pubbl/distr/stampa	London ; ; New York : , : Bloomsbury Academic, , [2017]
ISBN	1-4742-9278-X 1-4742-9277-1 1-4742-9276-3
Descrizione fisica	1 online resource
Collana	Advances in digital language learning and teaching
Disciplina	418.0078/5
Soggetti	Educational technology - Study and teaching Educational technology Internet in education Language and languages - Study and teaching - Computer-assisted instruction Language and languages - Study and teaching - Technological innovations Language teachers - Training of Second language acquisition - Computer-assisted instruction Second language acquisition - Technological innovations Sociolinguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	pt. 1 Theoretical Framework and Research Design. 1.Research on CALL Teacher Education ; 2.Collaborative Action Research in CALL Teacher Education ; 3.Research on Language Teacher Cognition -- pt. 2 Evaluation of the Professional Development Program. 4.Individual Consultancy and Expert Mediation ; 5.Pre-/In-service Collaboration ; 6. Video-stimulated Reflection ; 7.Peer-assisted Collaborative Learning -- pt. 3 Summary, Implications, and Final Recommendations. 8.Impact and Relevance of the Research.
Sommario/riassunto	"Even though many pre-service and in-service teacher programs now address information and computer technology, computer- assisted language learning (CALL) teacher education is still reported as

inadequate. Why is this? This book elaborates on some of the existing concerns and through deft analysis of longitudinal data begins to piece together a future road map for CALL teacher education. The book adopts a sociocultural approach, based on the principle that teaching (and learning how to teach) is a long term, complex developmental process that operates through participation in social practices that come with the territory. Euline Cutrim Schmid highlights the need for situated and localized learning, pre-service and in-service collaboration and collaborative peer-assisted learning. Above all of this, the book recommends and proves the efficacy of socially aware and professional reflective practice. This is an essential sociolinguistic take on the computer learning revolution."--Bloomsbury Publishing.

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