

1. Record Nr.	UNINA9910817464203321
Titolo	Theory and Practice in EFL Teacher Education : Bridging the Gap // Julia Hüttner, Barbara Mehlmauer-Larcher, Susanne Reichl, Barbara Schiffner
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2011] ©2011
ISBN	1-280-12088-6 9786613524744 1-84769-526-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (276 p.)
Collana	New Perspectives on Language and Education
Classificazione	ES 767
Disciplina	428.0071
Soggetti	English language -- Study and teaching -- Foreign speakers English teachers -- Training of English language - Study and teaching - Foreign speakers English teachers - Training of Languages & Literatures English English Language Philology & Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
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Purposes: The 'Vienna ESP Approach' -- 10. The EPOSTL (European Portfolio for Student Teachers of Languages): A Tool to Promote Reflection and Learning in Pre-Service Teacher Education -- 11. NESTs Versus Non-NESTs: Rethinking English-Language Teacher Identity -- 12. Multilingualism Pedagogy: Building Bridges between Languages -- Subject Index -- Name Index

Sommario/riassunto

This volume addresses the complex issues surrounding language teacher education, especially in EFL, and the development of professionalism in this field. By applying such concepts as Shulman's "pedagogical content knowledge", the development of teachers' knowledge base is investigated in a variety of settings, thus underpinning the contextual nature of teacher learning. The vital role of critical reflection at all stages of teacher development is shown to be an integral part of language teachers' knowledge constructions in areas such as pedagogical grammar, assessment and testing. The contributions shed light also on the perception and development of teacher expertise. This volume sets out to bridge the gap between theory and practice, and in so doing shows that these constructs are far from monolithic. Rather, both theory and practice are created and developed dynamically in close interrelation.
