

1. Record Nr.	UNINA9910823435003321
Autore	Clarke Matthew <1964->
Titolo	Language teacher identities [[electronic resource]] : co-constructing discourse and community // Matthew Clarke
Pubbl/distr/stampa	Clevedon, UK ; ; Buffalo [NY], : Multilingual Matters, c2008
ISBN	1-84769-954-5 1-281-87848-0 9786611878481 1-84769-083-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (228 p.)
Collana	New perspectives on language and education
Classificazione	HD 158
Disciplina	428.007105357
Soggetti	English language - Study and teaching - United Arab Emirates English language - Study and teaching - Arabic speakers English teachers - Training of - United Arab Emirates English language - United Arab Emirates Women - Education - United Arab Emirates Second language acquisition
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. 200-211) and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Foreword -- Introduction -- 1. Discourse, Identity and Community -- 2. The Discursive Context -- 3. The Formation of a Community of Practice -- 4. The Discursive Construction of Systems of Knowledge and Belief -- 5. The Discursive Construction of Interpersonal Relations -- 6. The Discursive Construction of Intrapersonal Identity -- 7. Summary of Findings and Future Directions -- References -- Index
Sommario/riassunto	Set in the rapidly changing world of the contemporary United Arab Emirates and bringing together detailed linguistic analysis with cutting edge social theory, this book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching, theorizing the students' learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice. Both a study of the influence of issues such as

gender and nationalism in language teacher education in the Middle East, as well as of the power of discourse and community in shaping identity, this book will be of relevance to anyone working in teacher education as well as to those with an interest in theorizations of discourse and identity.
