

1. Record Nr.	UNINA9910955263003321
Autore	Borg Simon <1965->
Titolo	Teacher Cognition and Language Education : Research and Practice
Pubbl/distr/stampa	London, : Continuum International Publishing, 2008
ISBN	1-283-20644-7 9786613206442 1-4411-5600-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (321 p.)
Disciplina	418.007
Soggetti	Curriculum planning Language and languages -- Study and teaching Language teachers -- Training of Languages & Literatures Philology & Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Contents; Introduction; 1 The Origins of Teacher Cognition Research; 2 The Cognitions of Pre-service Language Teachers; 3 The Cognitions of In-service Language Teachers; 4 Teacher Cognition in Grammar Teaching; 5 Teacher Cognition in Literacy Instruction; 6 Self-Report Instruments; 7 Verbal Commentaries; 8 Observation; 9 Reflective Writing; 10 A Framework for Studying Language Teacher Cognition; References; Index
Sommario/riassunto	The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods