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| 1. Record Nr. | UNINA9910962181703321 |
| Titolo | Theory and Practice in EFL Teacher Education : Bridging the Gap / / Julia Hüttner, Barbara Mehlmauer-Larcher, Susanne Reichl, Barbara Schiftner |
| 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. |
| Nota di contenuto | Frontmatter -- Contents -- Acknowledgements -- Contributors -- Introduction -- 1. Closing the Gap, Changing the Subject -- 2. The Dialectics of Theory and Practice in Teacher Knowledge Development -- 3. Moments of Practice: Teachers' Knowledge and Interaction in the Language Classroom -- 4. Creating Language-Assessment Literacy: A Model for Teacher Education -- 5. Grammar Teaching: Theory, Practice and English Teacher Education -- 6. Cognitive + Communicative Grammar in Teacher Education -- 7. Towards a Stronger Intervention: The Role of Literature in Teacher Education -- 8. Supporting the Transfer of Innovation into Foreign-Language Classrooms: Applied Projects in In-Service Teacher Education -- 9. Developing Student Teachers' 'Pedagogical Content Knowledge' in English for Specific |

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 Identitie -- 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.
