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the Microteaching Simulation in an MA TESL Methodology Course; Part
IV Teacher Learning in Inquiry-Based Professional Development;
Chapter 12 Teacher Learning through Critical Friends Groups:
Recontextualizing Professional Development in a K-5 School
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Theoretical Approach toward Professional Development in the Czech
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Chapter 14 Ten Years of CLT Curricular Reform Efforts in South Korea:
An Activity Theory Analysis of a Teacher's Experience; Chapter 15
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Sommario/riassunto

Embracing a sociocultural perspective on human cognition and
employing an array of methodological tools for data collection and
analysis, this volume documents the complexities of second language
teachers' professional development in diverse L2 teacher education
programs around the world, including Asia, South America, Europe, and
North America, and traces that development both over time and within
the broader cultural, historical and institutional settings and
circumstances of teachers' work. This systematic examination of
teacher professional development illuminates in multi
