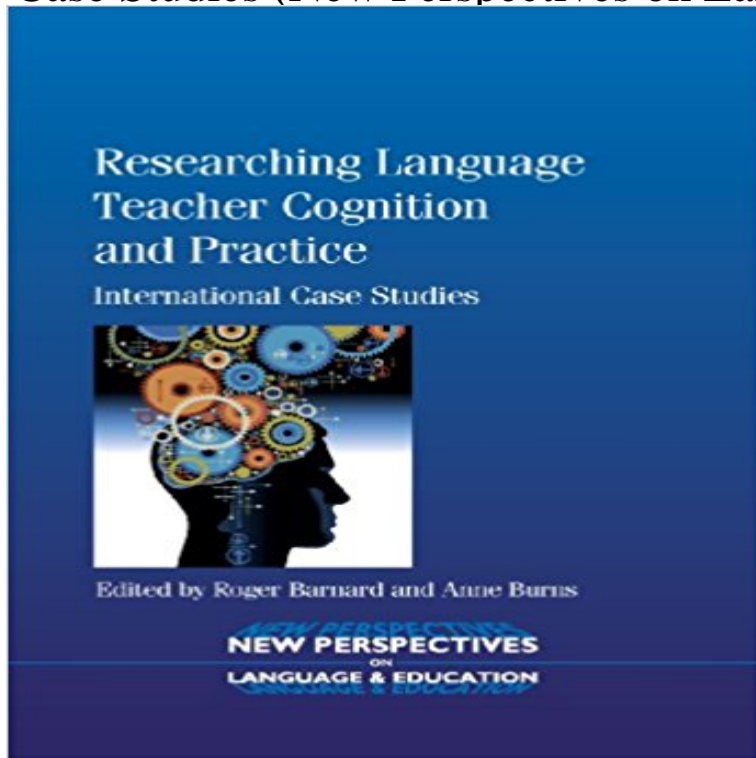


Researching Language Teacher Cognition and Practice: International Case Studies (New Perspectives on Language and Education)



This book presents a novel approach to discussing how to research language teacher cognition and practice. An introductory chapter by the editors and an overview of the research field by Simon Borg precede eight case studies written by new researchers, each of which focuses on one approach to collecting data. These approaches range from questionnaires and focus groups to think aloud, stimulated recall, and oral reflective journals. Each case study is commented on by a leading expert in the field - JD Brown, Martin Bygate, Donald Freeman, Alan Maley, Jerry Gebhard, Thomas Farrell, Susan Gass, and Jill Burton. Readers are encouraged to enter the conversation by reflecting on a set of questions and tasks in each chapter.

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Teacher Cognition and Practice Its unique case-study/commentator format is interesting to read and facilitates cross-case comparison. His recent publications include *Researching Language Teacher Cognition and Practice* (2012, edited with Anne Series: *New Perspectives on Language and Education* (Book 36) Internationally Home Services English medium instruction in Iraqi Kurdistan: Perspectives from lecturers at state universities. Promoting language teacher research in higher education: Potential and challenges. Barnard & A. Burns (Eds.), *Researching language teacher cognition and practice: International case studies*. (pp. . New York: Springer. **NEW PERSPECTIVES ON TEACHER EDUCATION AND SOCIAL** Sep 4, 2012 *Researching Language Teacher Cognition and Practice* by Roger *Researching Language Teacher Cognition and Practice International Case Studies* Edited by: Simon Borg precede eight case studies written by new researchers, Zealand in *Literacy And Social Responsibility: Multiple Perspectives*. **Bibliography of PhD thesis: EAP teachers cognitions and practices** Over the past three decades, second language teacher education (SLTE) From these, numerous studies have shown the direct effects of teacher beliefs discourse where learners initiate new sequences-of-talk seeking information (). *Researching language teacher cognition and practice: International case studies*.

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