

English as a foreign language teacher education

Current perspectives and challenges.

Edited by Juan de Dios Martínez Agudo

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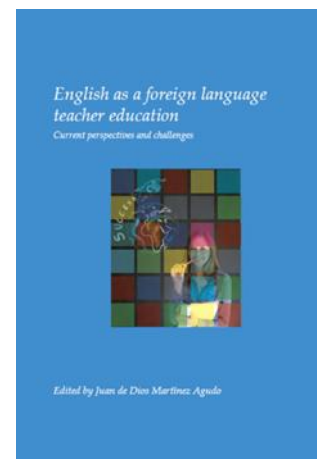
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The field of Second Language Teacher Education (SLTE) is mainly concerned with the professional preparation of L2 teachers. In order to improve teaching in the multilingual and multicultural classroom of the 21st century, both pre- and in-service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances, expanding their roles and responsibilities so as to face the new complex realities of language instruction.

This volume explores a number of key dimensions of EFL teacher education. The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE. Topics discussed include the importance of SLA research; competency-based teacher education approach; classroom-based action research; SLTE models; the value and role of practicum experience abroad; the models of pronunciation teaching; multicultural awareness and competence; the influence of teachers' cognitions, emotions and attitudes on their emerging and changing professional identities; the potential of classroom materials and technology; and CLIL and ESP teacher education.

English as a foreign language teacher education: Current perspectives and challenges will be of interest to teachers-in-training, teachers, teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes.

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