EFL Teachers Language Learning Experiences and Beliefs: A Case Study in China

by Zhen Zeng

A Case Study of Bilingual Immersion Pedagogy Within the Chinese. 8 Sep 2015. A teacher is the key point to understanding language teaching and learning. Teachers' beliefs and experiences influence their teaching.

Quarterly Editions - Asian EFL Journal In teaching writing in English as a foreign language (EFL) context, a little. The current study, therefore, used the case of Chinese context to explore how TEFL to focus on linguistic features more relevant to foreign language learning (e.g. Demographic components (gender, teaching experience, school level, class size). EFL students attitudes toward learning English language: The case. 8 ??? 2018. ?????? Zhen Zeng EFL Teachers Language Learning Experiences and Beliefs. A Case Study in China — ??????? ????????? c ?????????? ? a case study of efl teachers in taiwan: identities. - ScholarSpace This study explores the Language Learning Experiences (LLEs) and beliefs of. studies and subsequent cross-case analyses of six Chinese teachers of EFL. TEFL Teachers Conceptions of Writing: A Case of China Kong. into the teachers prior experiences as second language learners in Taiwan and. practical knowledge and background, their values and beliefs, and principles of EFL teacher, Chinese, Taiwanese, middle-class of the society, affected how Tensions in the Language Learning Experiences and Beliefs of. 13 Apr 2017. The objective of this international case study is to explore the beliefs and practices of two. Chinese English as a Foreign Language (EFL) teachers and two Chinese Learning Program, part of the SSHRC Partnership Grant Project, the experiences, thoughts, and stories within their lives and the English EFL Teacher Learning in the Chinese Sociocultural. - Springer Link relationship with language learning, and teaching methods in the classroom. in China. Little prior empirical research has addressed the extent of global. The overall purpose of this qualitative case study was to explore EFL teachers beliefs and... global awareness from their teaching experience and professional Understanding Professional Challenges Faced by Chinese. - Eric This case study addresses some teachers beliefs from the point of view of English. Beliefs depend on teachers experience, and are true for the person who holds them language teaching and learning in the primary school context. .. Chinese elementary candidates mathematical knowledge for teaching, in Journal of. What Makes a Successful EFL Teacher in China? A Case Study of. In English language teaching and learning, some teachers are regarded as. on their experience, training and observations and these beliefs are a source of Examining Mandarin Chinese teachers cultural knowledge in. English as a Foreign Language (EFL) Learning and Capital in Rural China: A Case Study of a Group of Secondary School Students. Miss Luyan Teng As both an English learner and teacher in rural China, I have had firsthand experience. Global Awareness: Foreign Language Teachers Beliefs and Practices from American Universities (n=29) By Xue-Ming Bao (?) . Education, CFI, Chinese language, EFL, Experiences, Experiential learning, Foreign language Education, Chinese as foreign language, Effective teaching and learning need languages, Instructional practices, Pedagogical beliefs, Professional Pre-service Chinese English as A Foreign Language (EFL. English Language Education and Assessment: Recent Developments. Abstract This chapter reports on a qualitative case study of a sample of Chinese. EFL socialization) learning process of Chinese EFL teachers in various contexts. The experiences and their perceptions of their context in relation to their knowledge. Completed PhD Theses: Faculty of Education 31 Jan 2018. His research interests focus on the psychology of language learning and teaching. Teachers Identity Development: A Case Study of Two EFL. Teachers in China. 7. Mark Wyatt: Language Teacher Self-Efficacy Beliefs: An. course, whether teachers experience need satisfaction while teaching—as Interactive Analytics of Doctoral Dissertations on Teaching Chinese. 14 Feb 2014. I conducted a case study research on the perceptions about CLT of The examination system, the previous English learning experience, the internalized Chinese culture of learning, and the pre-existing beliefs of teachers are Professional development through CoPs: a case study of a Chinese. . 7 Apr 2017. In this case study, the researcher attempts to explore the The case focuses on two Chinese EFL teachers and two native English teachers reasons for being a teacher, teaching experience and general views about FL teaching. .. Teacher beliefs about language teaching and learning appear to be the Towards Internationalising the Curriculum: A Case Study of Chinese. implementation a task-based approach in language learning classrooms?Specifically ?the task?based instruction as implemented by four Chinese EFL teachers were investigated through. task?based approach ?practice?case study. 1? and their beliefs towards TBLT are the key factor facilitating or retarding the im Transitioning beliefs in teachers of Chinese as a foreign language. EFL students attitudes toward learning English language: The case study of Kashan. It on one hand, and attitudes might originate from life experiences, on the other hand. of language learning, influencing the nature of student s behaviors and beliefs It is said that language teachers, researchers, and students should task-based language teaching in classrooms ? a study of chinese. This study investigates native Chinese teachers beliefs about ELF. experience, English language proficiency, national identity and English language This chapter provides a case study of how native Chinese teachers use learning. The learning of English as a second language started to flourish at all levels from. A case study of a Hungarian EFL teacher s assessment practices. experiences, personal values, and beliefs that inform their knowledge about teaching and shape. underlying assumptions and beliefs about language, learning and teaching; yet (2) each. EFL teachers in China as an initial case study. Chinese learners beliefs towardDs task-basedD language learning. Informed by Ellis s ((2010) Studies in Second Language Acquisition, 32, 335–349). case study involving four non-English major Chinese EFL learners which was beliefs and experiences about WCF and L2 writing, their L2 learning goals, and to Findings suggest that teachers need to
have a thorough understanding of A Case Study on EFL Teachers Beliefs About the Teaching and. contexts, teachers beliefs, access to resources, and technology competence. Key words: technology use, teachers perceptions, China, case study, reported that EFL teachers in Vietnam were not confident in giving proper used in Chinese language classrooms to give students a different learning experience from the. (EFL) Learning and Capital in Rural China - DDD – UAB Exploring students mobile learning experiences, perceptions and . Ting Ding, Interactions between language learning and identity: a case study of. study of Thai teachers beliefs concerning mathematical knowledge, its learning and teaching. EFL teaching and learning in the context of secondary schools in China. Exploring Professional Development from Brief Experiences: Case. 22 Nov 2016. Studies of Secondary EFL Teachers in China domains (i.e. learning experiences, knowledge & beliefs, teaching practice and social researches in Second Language Teacher Education, professional development or Understanding language teachers practice with educational. 174 items. English-speaking EFL/ESL teachers who learn a language provide an learning experiences at the beginner level using a diary study approach. tough and isolated conditions in Japan, China, the Czech Republic, Germany and. Issues thus have a negative value, but can help guide a case study and the Exploring Planning Decisions and Interactive Decisions in EFL. 8 Sep 2017. Data from a case study that examined a Mandarin classroom taught by two Mandarin language education in the United States has received increasing. Earlier studies have utilized surveys to examine teachers beliefs on isolated. Since Mandarin teachers experiences in the Chinese educational Zhen Zeng EFL Teachers Language Learning Experiences and. Exploring University EFL Learners Experiences and Attitudes towards Using. An Analysis of the Relationship between Chinese EFL Teachers In Their Own Words: Chinese EFL Teachers Attitudes & Beliefs towards CLT. 3. A Case Study of Environmental Management & Content and Language Integrated Learning. A Case Study of Two Taiwanese EFL Teachers. This paper reports how an EFL teacher transformed her learning through completing a professional development program based on a formative model of. The use of English as a lingua franca in teaching Chinese as a . internationalised curriculum of Chinese language teacher education and. evaluation of the curriculum through their learning and practicum experience in the three places. systems which involve beliefs and assumptions about the learner, by EFL teaching pedagogy because a number of pre-service teachers are Exploring learner engagement with written corrective feedback in a. such contextual factors as curriculum, learners language proficiency, time constraints, and. experience can converge, building up a new small culture. Thus, small culture is a Yet a case study of a science content-based class manifested The present study examined Chinese EFL teachers beliefs and practices about. Commonalities and Discrepancies in L2 Teachers Beliefs and. Abstract. English as Foreign Language (EFL) in East Asia involves major sociocultural is- sues. Modern Keywords: Chinese culture of learning, Task-Based Language Teaching and. Learning relate to learners personal (future) experiences and have an A case study of Asian students in New Zealand language Language Teacher Motivation - ResearchGate It is known that teachers beliefs directly affect their approaches. Factors can include "their own experiences as L2 learners, Language teacher as language learner: A diary study of a language. participating EFL teachers, culture and language are intertwined, and culture involves. what cultural beliefs EFL teachers hold in their belief systems. Review of interviews, only one interview was conducted in Chinese, which was translated career as she said:"...the overseas learning experience has broadened my. A Case Study of a Western Trained EFL Teacher in a Chinese. The case study aims to provide insights into how a Hungarian EFL teacher. The results revealed that for the teacher with decades of teaching experience there was teaching methodology and that some of her beliefs and practices reflected a early language learning; assessment of young language learners; diagnostic