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In *Teacher Cognition and Language Education*, Simon Borg does three things: first, he provides an exhaustive summary of the research into teacher cognition, with a particular focus on language education; second, he analyses the significance of this research to language teaching; and third, he describes and evaluates the various research methods which have been applied to studies of teacher cognition.

~~Teacher Cognition and Language Education | ELT Journal ...~~

Teacher Cognition and Language Education: Research and Practice (Bloomsbury Classics in Linguistics)
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His main area of research in TESOL focuses on language teacher cognition – i.e., the study of what language teachers know, believe, think and do.

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teacher cognition – i.e., the study of what language teachers know, believe, think and do. He has published numerous articles in scholarly journals such as Language Teaching, System, Language Teaching Research, and ELT Journal, and the books Teacher Cognition and Language Education (2008) and Teacher research in language teaching:

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The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition.

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This paper reviews a selection of research from the field of foreign and second language teaching into what is referred to here as teacher cognition – what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom.

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Within a framework suggested by more general mainstream educational research on teacher cognition, language teacher cognition is here discussed with reference to three main themes: (1) cognition and ...

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Review article. Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Simon Borg School of Education, University of Leeds, UK. This paper reviews a selection of research from the field of foreign and second language teaching into what is referred to here as teacher cognition – what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom.

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