Language Teacher Cognition Bibliography
Compiled by Professor Simon Borg, School of Education, University of Leeds

e-mail: s.borg@education.leeds.ac.uk
www.education.leeds.ac.uk/modx/people/staff/academic/borg
http://simon-borg.co.uk/
http://twitter.com/Simon_Borg

Last Updated: 27 May 2013


Harfitt, G. J. (2012). An examination of teachers' perceptions and practice when teaching large and reduced-size classes: Do teachers really teach them in the same way? *Teaching and Teacher Education, 28*(1), 132-140.


<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Wan, W., Low, G. D., &amp; Li, M.</td>
<td>From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles.</td>
<td>System</td>
<td>39(3)</td>
<td>403-415</td>
</tr>
<tr>
<td>2011</td>
<td>Washburn, E. K., Joshi, R. M., &amp; Binks-Cantrell, E. S.</td>
<td>Teacher knowledge of basic language concepts and dyslexia.</td>
<td>Dyslexia</td>
<td>17(2)</td>
<td>165-183</td>
</tr>
<tr>
<td>2011</td>
<td>Werbinska, D.</td>
<td>The first year in the classroom: Crossing the borderland from being a student to being a teacher. In M. Pawlak (Ed.), Extending the boundaries of research on second language learning and teaching (pp. 181-196). New York: Springer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Young, T. J., &amp; Sachdev, I.</td>
<td>Intercultural communicative competence: Exploring English language teachers' beliefs and practices.</td>
<td>Language Awareness</td>
<td>20,</td>
<td>81-98</td>
</tr>
<tr>
<td>2010</td>
<td>Balçikanlı, C.</td>
<td>Learner autonomy in language learning: Student teachers' beliefs.</td>
<td>Australian Journal of Teacher Education</td>
<td>35(1)</td>
<td>90-103</td>
</tr>
<tr>
<td>2010</td>
<td>Barnyak, N. C., &amp; Paquette, K. R.</td>
<td>An investigation of elementary preservice teachers' reading instructional beliefs.</td>
<td>Reading Improvement</td>
<td>47</td>
<td>7-17</td>
</tr>
<tr>
<td>2010</td>
<td>Busch, D.</td>
<td>Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change.</td>
<td>Language Teaching Research</td>
<td>14(3)</td>
<td>318-337</td>
</tr>
<tr>
<td>2010</td>
<td>Chang, C., &amp; Su, Y.</td>
<td>Educational reform in Taiwan: Beliefs about EFL teaching and learning.</td>
<td>International Journal of Learning</td>
<td>17(2)</td>
<td>265-278</td>
</tr>
<tr>
<td>2010</td>
<td>Copland, F.</td>
<td>Causes of tension in post-observation feedback in pre-service teacher training: An alternative view.</td>
<td>Teaching and Teacher Education</td>
<td>26(3)</td>
<td>466-472</td>
</tr>
<tr>
<td>2010</td>
<td>Crookes, G.</td>
<td>Language teachers philosophies of teaching : Bases for development and possible lines of investigation.</td>
<td>Language and Linguistics Compass</td>
<td>4(12)</td>
<td>1126-1136</td>
</tr>
<tr>
<td>2010</td>
<td>Cross, R.</td>
<td>Language teaching as sociocultural activity: Rethinking language teacher practice.</td>
<td>The Modern Language Journal</td>
<td>94(3)</td>
<td>434-452</td>
</tr>
<tr>
<td>2010</td>
<td>Deng, C., &amp; Carless, D. R.</td>
<td>Examination preparation or effective teaching: Conflicting priorities in the implementation of a pedagogic innovation.</td>
<td>Language Assessment Quarterly</td>
<td>7(4)</td>
<td>285-302</td>
</tr>
<tr>
<td>2010</td>
<td>Feryok, A.</td>
<td>Language teacher cognitions: Complex dynamic systems?</td>
<td>System</td>
<td>38(2)</td>
<td>272-279</td>
</tr>
<tr>
<td>2010</td>
<td>Fielding-Barnsley, R.</td>
<td>Australian pre-service teachers' knowledge of phonemic awareness and phonics in the process of learning to read.</td>
<td>Australian Journal of Learning Difficulties</td>
<td>15(1)</td>
<td>99-110</td>
</tr>
<tr>
<td>2010</td>
<td>Flint, A. S., Maloch, B., &amp; Leland, C.</td>
<td>Three years in the making: A cross-case analysis of three beginning teacher's literacy beliefs and practices.</td>
<td>Journal Of Reading Education</td>
<td>35,</td>
<td>14-21</td>
</tr>
<tr>
<td>2010</td>
<td>Garcia Laborda, J.</td>
<td>Book review: The cambridge guide to second language teacher education.</td>
<td>Language Teaching Research</td>
<td>14(2)</td>
<td>341-344</td>
</tr>
<tr>
<td>2010</td>
<td>Göbel, K., &amp; Helmke, A.</td>
<td>Intercultural learning in English as foreign language instruction: The importance of teachers' intercultural experience and the usefulness of precise instructional directives.</td>
<td>Teaching and Teacher Education</td>
<td>26(8)</td>
<td>1571-1582</td>
</tr>
<tr>
<td>2010</td>
<td>Gunn, C. L.</td>
<td>Exploring MATESOL student 'resistance' to reflection.</td>
<td>Language Teaching Research</td>
<td>14(2)</td>
<td>208-223</td>
</tr>
</tbody>
</table>


Urmston, A. W., & Pennington, M. C. (2008). The beliefs and practices of novice teachers in Hong Kong: Change and resistance to change in an asian teaching context *Novice language teachers: Insights and perspectives for the first year, 89-103.*


Chambers, G. N. (2007). German trainees' reflections on two approaches to initial teacher training. European 
Journal Of Teacher Education, 30, 3-20.


Cobb, J. (2005). Planting the seeds... Tending the garden... Cultivating the student: Early childhood preservice teachers as literacy researchers exploring beliefs about struggling readers and diversity. *Journal Of Early Childhood Teacher Education, 26*, 377-394.


Peck, S. M. (2002). "I do have this right. You can't strip that from me": Valuing teacher's knowledge during literacy instructional change. *Yearbook- National Reading Conference, 51*, 344-356.


