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English Language Teacher Education in Chile: A cultural historical activity theory perspective (Routledge Research in Education)

Malba Barahona

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Over the last two decades, Chile has been driven by an economic imperative to build the capability of citizens to be competent in the English language, resulting in a high demand for teachers of English. As a consequence, teacher education programs have modified their curricula to meet the challenges of educating teachers of English as a global language. This book explores EFL teacher education in order to further understand the nature of teacher learning in second language education environments, examining the varying motives, actions and mediating tools that shaped how a cohort of pre-service teachers learnt to teach EFL in Chile.

Framed by a cultural historical activity theory (CHAT) perspective, chapters use key qualitative research to determine how specific factors can help and hinder the effective preparation of teachers, illuminating contradictory dynamics between local and national policies, teacher education programs, and pre-service views and classroom realities. The book makes an important contribution to the growing debate surrounding the design of EFL teacher education policy, curriculum and learning strategies, emphasising the importance of engaging pre-service teachers in learning to teach EFL, and the interrelated factors that shape this learning.

English Language Teacher Education in Chile will be of key interest to academics, researchers and postgraduate students in the fields of teacher education, curriculum studies, and English language teaching (ESL/EFL), as well as policy makers, TESOL organisations, and those interested in applying a CHAT perspective to language teaching and learning.

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