Toward a Comprehensive Model of Second Language Teacher Education: In-service Teachers in Focus

Debate over what constitutes teacher education is perhaps as old as institutionalized language teaching itself (Howatt & Widdowson, 1982). However, within the last two decades, there has been a significant increase in interest and scholarship on SLTE. To our chagrin, most of the methods and materials recommended for SLTE have been trickled from the mainstream of linguistic and applied linguistics studies and still many scholars consider these realms underpinning to SLTE (e.g. Baur, 2002; Spillner, 2002; Yates and Muchisky, 2002; to name a few). However, linguistics and in particular applied linguistics constitutes fraction of many variables playing pivotal role in second language teacher education. Recently proposed models, e.g. Krashen (1984) and Stern (1984) models, also failed to adequately take into account the manifold aspects of SLTE. Given the state-of-the art articles on SLTE, this study aims at providing a model for teacher education attempting to reflect four main paradigms: a) sociocultural b) cognitive c) reflective and d) linguistic. It is believed that these four main paradigms with their component parts can better reflect the notion of SLTE.

Keywords: SLTE, Sociocultural, Cognitive, Reflective, and Linguistic

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