

## EDITORIAL

# Second Language Teacher Education. Challenges and New Horizons.

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In September 2022, CELTER hosted the Second Language Teacher Education Conference which gave space for approximately 250 participants from 27 countries to share their research and engage in lively and fruitful discussions. A highly successful part of the programme constituted the ten invited symposia on current themes of teacher education, ranging from Action Research, to CLIL. These provided opportunities to discuss ways in which to deepen our understanding of the areas of further development and challenges for second language teacher education for 21<sup>st</sup> century teachers: Action Research, the use of digital material for foreign language learning, innovations in English-medium higher education, English as a Lingua Franca, principles of assessment, inclusive teaching practices, the use of literature in the foreign language classroom, CLIL, the use of videos in professional development activities, and cultural learning and language education.

We are happy that several symposium organisers agreed to share their findings and discussions with a wider audience in CELT Matters. This special issue comprises summarising abstracts of a selection of these invited symposia organised by local and global researchers. The formats of the individual symposia represent the diversity of the topics and challenges discussed, ranging from a series of presentations to teaching units and open discussions. These thematic and structural differences are also reflected in the following collection of abstracts as the organisers chose various ways to highlight the most important aspects examined in the symposia.

This collection of selected abstracts includes the following invited symposia. Carolyn Blume and Sophie Engelen's symposium on inclusion in language teacher education emphasized the value of diversity in both learners and their language teachers which was illustrated by a number of case studies involving language teacher education students. The symposium was designed to foster dialogue between invited experts and participants, thus laying the foundations for future collaborations on this topic. The symposium organised by Helen Heaney and Armin Berger focused on ways of fostering language assessment literacy in language teachers, highlighting both local practices and developments on a global scale. In Barbara Seidlhofer and Kurt Kohn's symposium on ELF in language teacher education, the focus was on exploring possibilities of a pedagogical complementarity between ELT and ELF communication. In dialogue with invited international experts, the symposium examined the challenges and opportunities presented by the increasing importance of ELF norms. The

symposium on Action Research, organised by Barbara Mehlmauer-Larcher and Birgit Schädlich highlighted the potential of Action Research in finding solutions to practical problems situated within the researcher's field of practice by presenting a variety of Action Research projects involving pre- and in-service language teachers alike. Josephine Moate collaborated with a number of invited experts to highlight the diversity of CLIL teaching contexts and the need for CLIL teacher education to serve as a bridge between theory and practice as well as between experts and practitioners from across the varied CLIL landscape. Finally, Manuela Schlick and Torben Schmidt discussed the growing variety of digital media and its role in both teaching foreign languages and in teacher education. Their symposium was divided into small teaching units in which digital learning material was trialled and reflected upon, with pre-service teachers as both students and teachers of digitisation.

The various symposia have shown that teachers across the globe face similar challenges and developments in response to the growing demands and objectives of 21<sup>st</sup>-century language classrooms. The symposia not only provided international perspectives and profound insights into innovative teaching practices necessary in language teacher education but also created and intensified international collaborations.