



Supporting and understanding language teachers

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INTRODUCTION

Teacher education programs are designed to care for foreign language teachers and lead to the initial teaching license or certification. In the US most teacher education programs are at the student level, where prospective teachers pursue a major language in which they wish to teach and, more generally, a young child in education. They usually require course studies and student instruction for the term, and this concept includes teachers preparing the teacher in a foreign language. In this model, language departments are responsible for providing prospective teachers with the required content and opportunities to develop targeted language skills, while education departments are responsible for providing basic education in education and meeting state standards for teacher, and school Teacher centered work of student learning.

Some language-teaching programs and teachers-in the US are post baccalaureate level and require language knowledge as a prerequisite for admission to the program. Often kept in educational schools, these programs offer student teachers in-depth and extended lessons focusing on foreign language development and assessment, language teaching, cultural integration, and general education foundations and a wide range of school-based information at the same time. Such programs were developed in the late 1980's thanks to a report by the Holmes Group (Holmes Group Executive Board, 1986), which emphasized the need for additional expertise in teacher preparation.

Preparing a teacher for immersion education takes completely different approach. In Canada, programs specifically designed for teacher immersion programs have long existed. In the US, immersion teachers must be licensed for primary or secondary education. Most provinces do not offer specific programs for preparing immersion teachers even though it has been established that immersion teaching requires a unique set of skills and knowledge base that is different from what is required in general classroom teaching or foreign language teaching. Only the state provides a program for preparing immersion teachers in Hawaii, where the student qualification program builds knowledge of the Hawaiian language while leading to immersion teaching license. A similar program is offered in Australia,

where training teachers develop their skills in Japanese while completing the requirements to become Japanese teachers in a normal school environment. This First Language and Cultural Education (LACITEP) Program was developed in response to Australia's aggressive national policy agenda on the teaching of LOTE.

As there has been a change in language education to emphasize the ideas of action and meaning, there has been a similar change in the teaching of language teachers. There have been requests to go beyond the focus of understanding language teaching as it does between social, cultural, historical, and political contexts in order to develop thinking professionals, and to strive for in-depth teaching in both language and language teaching teachers.

Teacher development has focused on one area over the years. In the 1990s, the growth of National Language Centers and university language centers gave impetus and focuses to language learning and teaching research that did not exist decades ago. In the US, a network of foreign language resource centers offers great opportunities for teacher training and resource development and curriculum development assistance. In Canada, the Center for Modern Languages has played a key role in promoting bilingual policy and conducting research on different types of teaching for the development of bilingualism. In the European Union, a major international effort works similarly which includes an important feature of authorizing multilingual programs.

The National Language Center in the United Kingdom is one example as it is the efforts of the Federation of Modern Language Teachers Association in Australia.

In the same way, individual universities tend to integrate their language programs, making professional development and play a very important role in the management of major language programs. existence satisfaction.

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CONFLICTS OF INTEREST

None.