

There have been complaints about the English proficiency of high school or university graduates in Indonesia and other parts of the world, and teachers are always considered the ones responsible for this. As we move from a period of “teacher training,” characterized by approaches that view teacher preparation as familiarizing student teachers with techniques and skills to apply in the classroom, to “teacher education,” characterized by approaches that involve teachers in developing theories of teaching, understanding the nature of teacher decision-making and strategies for critical self-awareness and self-evaluation, it is time to reassess current practices and issues in teacher training education and development.

An overview of recent studies shows that there has been less emphasis on prescriptions and top-down directives, and more emphasis on an inquiry-based and discovery-oriented approach to teacher training and education. In addition, there seems to be an agreement that teachers and student-teachers need to adopt a research orientation to their own classrooms and teaching to improve themselves as teachers.

In this 60th TEFLIN conference hosted by Universitas Indonesia (UI) and Universitas Siswa Bangsa Internasional (USBI), a representative group of teacher educators from different parts of the world and teachers themselves address major issues in second/foreign language teacher education in order to provide a more focused exploration of issues in teacher education so that the quality of teacher education and teachers can be improved to meet international standards.

ISSN 977 2338776 13



9 772338 776001