
Language Teacher Education for Future-Readiness: Insights from Applied Linguistics Research

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Résumé

Education in the 21st century cannot ignore the forces of globalisation set against the backdrop of the fourth industrial revolution, an age where digitalisation, interconnectivity and the breakneck speed of knowledge transfer are taken as a given and one where the problems faced at both the global and local levels are highly complex. This paper argues about the need to re-think traditional paradigms and approaches to teacher education for future-readiness and showcases Language Teacher Education in the 21st century from a Singaporean perspective. Bold steps were made both to conceptualise and then to implement pre-service education at a national level that is globally relevant and informed by latest research and practice in language teacher education. Singapore's educational success is viewed through the lens of how prudent and evidence-informed language policy and planning that is judiciously implemented pre-service programme for English Language teachers has set Singapore firmly on achieving and possibly being able to sustain its educational success. The vision is to create graduands who are creators of knowledge, facilitators of learning, architects of the learning environment, shapers of characters and leaders of educational change. The paper details the outcomes of an innovative and research-informed language teacher education programme that strives to prepare teachers "4-life" i.e. life-long, life-deep, life-wide and life-wise through building teacher professionalism, delivering rigorous programmes, deepening professional practice, innovating pedagogies and providing multiple global and local perspectives that leverages on the world as its classroom.

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