

# Second Language Teacher Education



## Editors

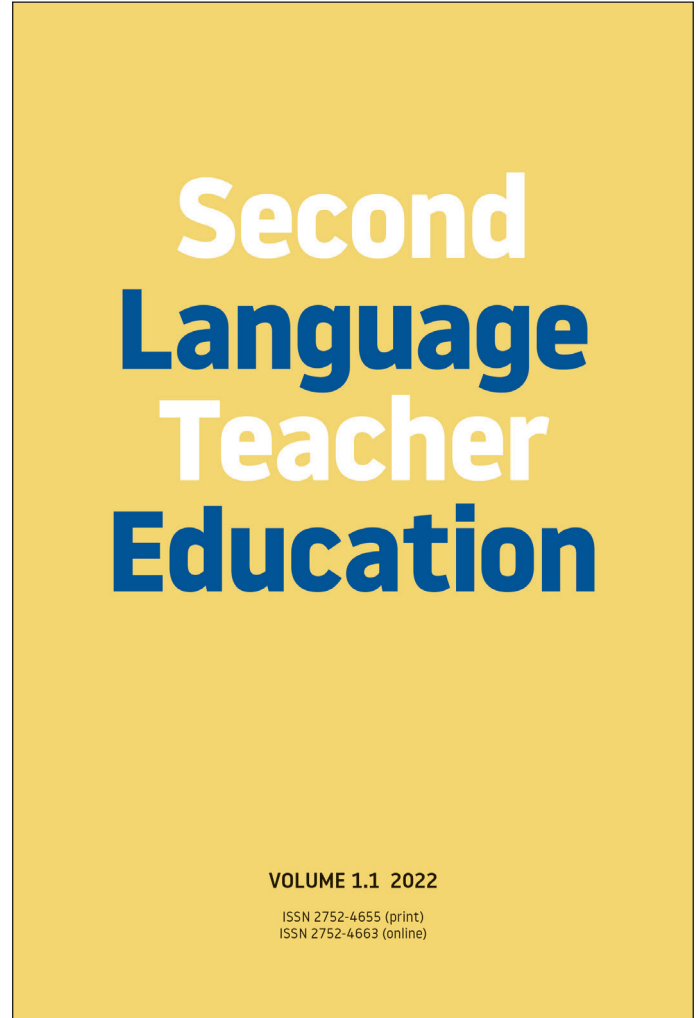
**Thomas S. C. Farrell** *Brock University, Canada*  
**Zia Tajeddin** *Tarbiat Modares University, Iran*

*Second Language Teacher Education* (SLTE) is a peer-reviewed international forum devoted to research on the policy and practice of second language teacher education. *SLTE* welcomes submissions that approach issues in teacher education from the perspectives of globalization, postcolonial debates, English as an international language (EIF), sociocultural theory, postmethod pedagogy, constructivist views, and critical applied linguistics. *SLTE* encourages submissions on teacher education in various international contexts and publishes studies with a quantitative, qualitative, or mixed-methods design. Hence, studies which report on data collected through surveys, interviews, narrative frames, observations, stimulated recall, reflective journals, think aloud, and focus groups in the context of second language teacher education, rather than teacher education in other fields, fall within the scope of *SLTE*. In addition, *SLTE* publishes invited feature articles, state of the art articles, and meta-analysis and synthesis studies focused on language teacher education.

## Call for Papers

The editors invite manuscripts for the inaugural issue of *Second Language Teacher Education*, scheduled to be published in May 2022. The main topics of interest for publication in *SLTE* include, but are not limited to:

- Pre-service and in-service language teacher education programs
- Native/nonnative second and heritage language teachers
- Language teacher quality assessment and supervision of language teachers
- Language teacher professional development and community of practice (COP)
- Language teacher cognition and beliefs
- Language teacher autonomy and agency
- Language teacher reflection and action research
- Language teacher identity and identity tensions
- Language teacher motivation, demotivation, and burnout
- Technology in language teacher education and teacher TPACK
- Language teacher knowledge base and expertise
- Language teacher language awareness
- Language teacher decision making and pedagogical reasoning



- Critical pedagogy and language teacher education
- Language teacher classroom assessment and assessment literacy
- Language teacher intercultural and pragmatic competence and instruction
- Language teacher morality and ethics
- Language teacher education in the context of EIL/ELF
- Sociocultural and complex systems approaches to language teacher education

Submission guidelines can be found online at:

[journal.equinoxpub.com/SLTE/about/submissions](https://journal.equinoxpub.com/SLTE/about/submissions)

For more information, email the editors:

[SLTEeditors@equinoxpub.com](mailto:SLTEeditors@equinoxpub.com)