

Celebrating the 45th Anniversary of the University of Macau: FED-CLLE Seminar: "The Place of Second Language Acquisition in Language Teacher Education"

Centre for Language and Literacy Education, Faculty of Education

Date & Time: 05 May 2026 (Tuesday); 14:30-16:00

Venue: E33-Room 3038, Faculty of Education

Language: English

Registration: Online Registration (<https://umac.questionpro.com.au/t/ARsqfZSB8vor>)



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Speaker:

Alessandro G. Benati is Professor and Head of the School of Education at University College Dublin (UCD) in Ireland, and honorary/visiting professor at the University of Hong Kong, Macquarie, York, Wilfrid Laurier, and Anaheim. His work has mainly focused on language and sentence processing. He is currently coordinator of the Psycholinguistic Lab and the PhD programme in Bilingual Education at UCD. His work has appeared in *Second Language Research*, *Language Teaching Research*, *System*, *Language Awareness*, *Ampersand*, *IRAL*, *ISLA*, *Language Teaching*, *Applied Psycholinguistics*, and *Journal of Psycholinguistic Research*. Alessandro is co-editor of Cambridge SLA Elements and the Bloomsbury book series: *Bloomsbury Applied Linguistics: Research Issues and Methods*. He has been panel member of organisations and academies such as REF and AHRC in the United Kingdom.

Abstract:

Having a foundational understanding of second language acquisition enables educators to better support language learners in the process of acquiring a second language (Benati, 2020, 2024). Language instruction practices are more effective when they are guided by the scientific research and theory on how languages are actually learned (VanPatten, Smith and Benati, 2025).

The lack of language experts currently teaching in language teacher education programmes has often led to the perpetuation of misleading beliefs and wrong assumptions about language development and language instruction (Benati, forthcoming). The main consequence of perpetuating misleading beliefs is one hand the development of ineffective language teacher education training which is not evidence-based, and on the other hand the development of misleading assumptions for language instruction. Language teacher education is often about training language teachers to use textbooks and perpetuating the use of traditional language teaching methodologies. In this paper, the mismatch between misleading beliefs, assumptions and facts based on scientific evidence is highlighted with the view of providing an effective way forward in the development of an appropriate language teacher education programme (Benati, 2026).