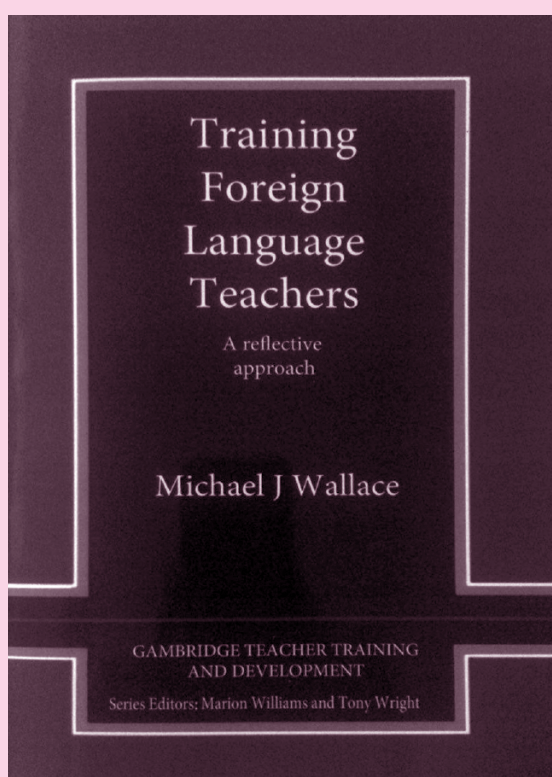


Wallace, M.J. (1991). *Training Foreign Language Teachers*
Cambridge: Cambridge University Press. 168 pp.

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administration posts, and professional self-development programs. While the book aims to provide a practical guide for any individual who, in one way or another, may participate in teacher education programs, its aim is not to advocate a

particular approach to the domain of teacher education. The book begins with introducing some models in teacher education and continues to clarify issues on modes of teaching and learning in teacher education courses. Additionally, a chapter on the reflective model attempts to give a framework for

In the introduction to *Training Foreign Language Teachers*, Wallace states that the purpose of the book is to help all those who are involved in professional activities in the area of foreign language teaching. For Wallace, these activities include teacher education courses, in-service training programs, supervision/inspection programs for teachers, advisory programs for teachers, management and

thinking about the relationship between theory and practice in the teacher-training domain. In chapter five, the author explains why observation of teachers' activities in the classroom is necessary. He divides classroom observation into recall and analysis stages, and states that note taking, videotaping and audio recording could be utilized for recalling

classroom activities. For the interpretation stage, as the author suggests, a fixed system-based approach and an open-ended ethnographic approach can be manipulated. He goes further to suggest an eclectic approach to classroom observation, as well. Other chapters include microteaching (chapter six), supervision and practical experience (chapter seven), and assessment in teacher education (chapter eight). The closing chapter is dedicated to providing a checklist of issues, which should be considered when designing courses for training foreign language teachers. The highlight of the book is its second chapter through which the author argues that learners' learning styles are crucial in selecting teaching strategies. The author provides numerous examples regarding the issue and proposes a focus on learning strategies. The argumentation is that students have different attitudes and possess personalized ways for learning. Thus, teacher trainers should select a variety of teaching strategies to meet trainees' learning styles. Also, the author advocates that teacher trainers should reflect on their own learning strategies in a variety of tasks to improve their teaching strategies. Each chapter has subsections entitled personal review, which pose a variety of questions relating the chapter's content with the reader's personal experience.

توضیح و پوزش

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