

Tasks for Teacher Education: A Reflective Approach Coursebook (pp. 134) and Trainer's Book (pp. 96) Rosie Tanner and Catherine Green, Longman, 1998

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As teacher trainers, we have used *Tasks for Teacher Education: A Reflective Approach* to complement our input sessions in a number of teacher training programs offered at our university. It is one of our favorite books, and a frequently-used resource for planning a teacher training program. *Tasks for Teacher Education* is one of the few books available that promotes the reflective approach in teacher training.

We have been using both the Coursebook and the Trainer's Book for several years and feel that the tasks are interactive and dynamic, as well as thought provoking for both the trainer and the trainees. The tasks promote the ideas of using communicative activities and reflection in the classroom. Another plus point is that the set of books saves the trainer time in the planning and production of materials.

Tasks for Teacher Education consists of two books: the Coursebook and the Trainer's Book. The Coursebook contains 16 units which include lesson planning, observation, grammar presentations, the four skills, error correction techniques, classroom management, vocabulary, materials, learning styles and classroom interaction. The scope of these topics represents the basic components of most teacher training programs. Each unit contains varied tasks and focus questions which guide the trainee through experiencing, discovering, and reflecting in individual, pair, or group activities. Suggestions for further reading on the topic are also provided at the end of each unit. Where appropriate, microteaching tasks with feedback questions are also given. The Coursebook explains the authors' teaching and learning beliefs in the introduction, and there is also a useful glossary and bibliography. We recommend that the teacher and trainees take time to read this introduction. The Coursebook is attractive and well-organized, with many graphics and examples from EFL/ESL textbooks. These examples are taken from a wide variety of EFL/ESL textbooks, and are a valuable tool for clarifying and examining teaching principles and practices. They have saved us from hours of work searching through textbooks for relevant sample material to use in our training sessions.

The Trainer's Book provides the aims, step-by-step instructions, an answer key, and suggested timing for each task. It is easy to follow and concise. Adequate guidance for the veteran or novice trainer is given. There are many pages of photocopiable masters which reduce the time that teachers usually spend on preparing handouts. These masters include role cards, questionnaires, games, jigsaw activities, charts, and observation tasks. The photocopiable masters involve the trainees in motivating activities which are similar to those a teacher would use in an EFL/ESL classroom.

You can use each unit as it is or pick and choose and add the activities to your lesson for the trainees. These books are great for pre-service or in-service groups, and we recommend them without reservation.. We have supplemented *Tasks for Teacher Education* with more readings and in-depth materials related to theory and

practice depending on the needs of our trainees. This flexibility is another positive point.

We highly recommend these books to anyone who is training teachers, or anyone who is interested in this area. Many of the trainers in our programs have their own copies. We think *Tasks for Teacher Education* is an essential addition to a trainer's personal or school library. Tanner and Green have given us new ideas and helped us to facilitate sessions that are more experiential, practical, trainee-centered, and which reflect our beliefs about learning.