

A TEACHER-TRAINING COURSE
FOR TEACHERS OF E. F. L.

L. A. Hill
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Cassell E. F. L.
1979

L. A. Hill and Michael Dobbyn's concise, yet thorough, TEACHER-TRAINING COURSE consists of two books. The first is for those who train teachers of English as a foreign language; the second, for people who are being trained as E. F. L. teachers, or for teachers already working in E. F. L. who need suggestions and advice, or who wish to give themselves a refresher course.

The lecturer's book begins with a preface, which will be of enormous value to anyone setting up his own teacher-training course, and indeed to anybody who is already running one. The authors take a very common-sense attitude on the training of teachers. Strongly-advocated points, for example, are training by observation of the course instructors, plus actual classroom experience, the necessity to give self-confidence to trainees, and the consistent improvement of the trainees' own language skills.

An introduction follows, dealing with the nature of language learning, and selection and grading. Then comes a section on methods of language learning in which the authors present strong arguments in favour of situational teaching.

The rest of the lecturer's book is devoted to chapters outlining the different skills the trainee should be familiar with by the end of a training course. Each chapter has an introduction in which advice on the particular skill is given, followed by suggestions on how to set up and run different activities in the classroom. Other chapters concentrate on ways of becoming a more effective teacher; particularly useful are the chapters on lesson planning, and preventing, predicting and correcting mistakes.

The trainee's book is in essence a manual of practical suggestions with a dual purpose. It can be used as a work-book in conjunction with the lecturer's book, or as a reference from which the practising E. F. L. teacher can extract ideas.

In the beginning chapters on oral and aural work, the ideas given for micro, macro and team teaching are well worth consideration. In the later chapters on more theoretical aspects, there are sections for discussion, in which the trainee is challenged to reach his own conclusions about fundamental problems of teaching, and encouraged to justify these conclusions with his fellow trainees.

Although teacher-training is an individual and personal subject, and an area which should be under constant review and change, this course has some contribution to make. To the inexperienced teacher-trainer it is recommendable as a source of information to be built on, and to anyone coming into teacher-training for the first time, as a framework for a complete training course.

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