

Teaching Practice Workbook for Language Teachers. Madrid, D. & Ortega, J.L. Granada: Grupo Editorial Universitario, pp. 120.

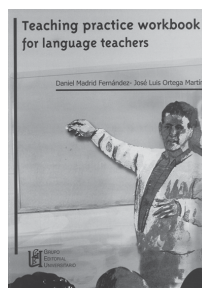
Javier Villoria Prieto
Universidad de Granada

Madrid and Ortega offer teacher trainees of EFL a practical workbook which complement their teaching practice in the schools. This work comes to complete the sequence which began with the publication of *TEFL in Primary Education*, edited by Madrid and MacLaren (2005), and continued with *Teaching Practice for Language Teachers*, written by Madrid and Hughes (2006). It fulfils the practical aspects of the aforementioned works as it requires the use of these teaching practice manuals to complete many of the tasks present in the book.

This work is of interest to teacher trainees as it helps them to throw light upon the realities which await students during their teaching practice in schools. These activities enable students to learn from their everyday practice as it constitutes a wonderful material to reflect upon their practice. It is written in English to match the recommendations of the Ministry of Education which establishes that the initial training of English teachers should be imparted in English.

The book is organised in eighteen units covering most of the professional competences English teacher trainees must acquire and develop during their teacher training period. The eighteen units cover all aspects concerning the teaching of English as a foreign language with the idea in mind of consolidating the professional competences English teachers should develop during their training period which are:

- The importance of practical knowledge for teachers, in other words the practical component of teacher training: how to implement the knowledge and techniques acquired during the instructional period and the role it plays during the teaching activity.
- How teachers acquire professional learning and socialisation: a reflection upon the teaching practice and professional learning.
- Tutor intervention and the supervision process: the role assign to the tutoring and monitoring process of teacher trainees.
- Current and future legal framework and regulations concerning teaching practice.
- Revision of language learning and teaching theories and methods used in the classroom, so they will be aware of the different techniques and activities used in an every day classroom.
- To notice individual characteristics in Primary School children, such as gender differences, the different learning styles, attention to diversity, which are the learning strategies used in class, how to tackle motivation, how kids behave when suffering anxiety in the English class, the behaviour of students with a high self-esteem and analyse personality factors.



- A deep knowledge of the foreign language curriculum and the planning of teaching units to enable students assess the effectiveness of the English curriculum.
- The development of cultural and intercultural competence within a European context.
- The use of songs and games in the classroom to promote and foster oral communication, interaction between students, sociocultural aspects, and linguistic and discourse competence.
- How to manage in an English classroom dealing with different situations and contexts: eye-contact, no-verbal communication, controlled and guided activities, feedback, discipline, learning environment, etc.
- The importance of oral communication and its implementation in the classroom, development of reading, writing skills and linguistic competence.
- Development of discourse competence, how to work with oral and written texts, having the ability to choose the appropriate texts according to the characteristics of the students.
- Selection of materials and resources to work with, ranging from traditional to audio-visual ones (blackboard, posters, charts, textbooks, OHP, video, internet, educational software).
- Evaluation and assessment: teacher trainees should be able to assess their own professional performance as well as the students' achievements using a variety of evaluation criteria.
- The last unit is a kind of test about the practice period where students reflect upon their teaching practice.

The workbook presents a number of appendixes (sixteen) where the authors provide students with examples and models to facilitate their understanding of the teaching and learning process. In addition to the units mentioned, which contribute to the development of student understanding of their teaching practice, the book fosters autonomous work and reflective learning as it is designed to draw conclusion about their own teaching and learning process. It is a very good tool to consolidate some of the competencies English teachers should develop during their training period and guide them along the school practice covering all areas of concern in the foreign language classroom.