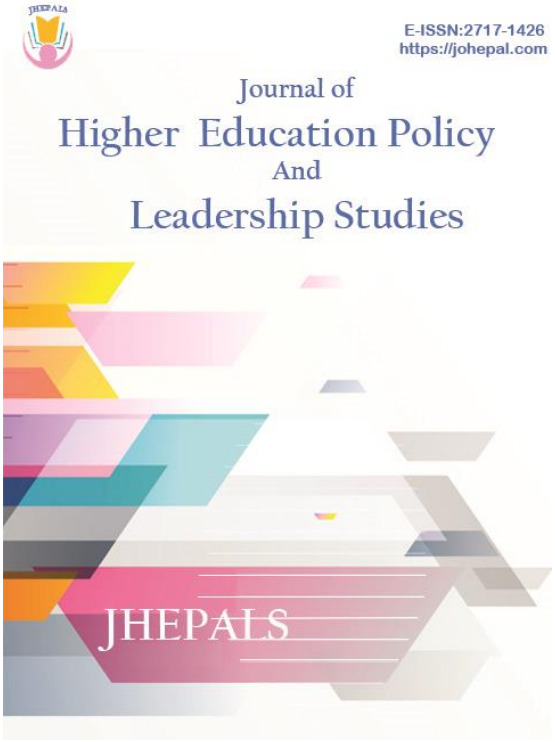
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Book Review: **Educating Second Language Teachers**

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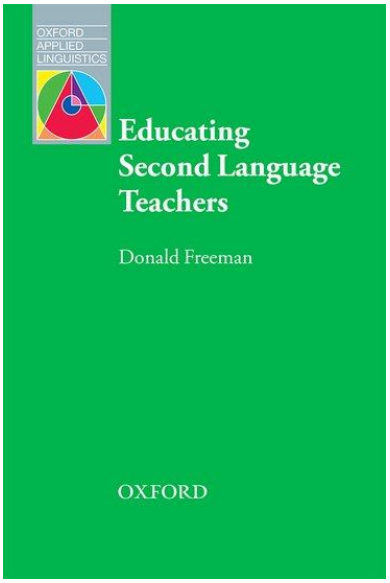
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Educating Second Language Teachers

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Zahra Zarrati *

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Teacher educators, teachers, and students are in constant correspondence within the boundaries of education organizations, schools, and classrooms; while those two former characters who might be in an unreal prestigious hierarchy towards the students as powerless members of society, are willing to well-prepare them for living in a future life outside the classroom and school walls in an intervening circle of ideologies, voices, personalities, and heritage where further inequalities and injustices will also emerge. Students had been suppressed over the years and still there are some significant parts of our new, technology-based, and ideologically-enhanced world which are of value and use for those higher order groups in educational cycles of the countries. It needs to be

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emphasized that it is not just for those academically poor and politically suppressed countries, rather it is even more evident in some developed countries which are seemingly academically, economically, and politically prosperous. So, such issues sparked off in researchers' mind in general, and teaching practitioners' in particular the urgency to call for a reform in teaching methodologies to acquaint the students with tools and techniques which are of practical use in their real-life experiences outside the classrooms and schools and all these paved the way for flag desecration of those rigid teaching methodologies, and emergence of innovative practices of teaching with more focus on students' voices, needs, character, and their undeniable roles in future their lives as members of larger societies.

Educating Second Language Teachers is exactly what all engaged people in the already described cycle of education and training should meticulously go through its pages regardless of their academic levels, as it has insightful and illuminating hints and clues for both professional and novice practitioners in the field of language education. While two words of *second language*, in the title of the book might hinder the teaching practitioners of other fields to go through its pages, it needs to be highlighted and emphasized that the current textbook, fortunately, has and will attain its own broad audiences from different fields who are engaged in teaching practice within an international scope.

PART ONE: How people use what they know to do what they do in the language classroom with its two subsections illuminates language teaching as a social activity influenced by surrounding communities, that is, all social issues are intervening with language teaching practice from content design to its teaching within the boundaries of classrooms.

PART TWO: Learning to be a language teacher well highlights the key points on construction or reconstruction of teaching practitioners' character which are formed during their own language learning practice as a social phenomenon.

PART THREE: Core processes of second language teacher education with its five constituent chapters stress on teachers' own thinking and mentality in promotion of their teaching practice and how their activities in classrooms are influenced by their own thinking-based reflections.

PART FOUR: A design theory is presented to wrap up the textbook with its main basis on social principles and theories which cannot be dismissed in teaching practice in general, as well as language teaching practice in particular. language teaching is designated as social acts and is not a mere activity independent of surrounding community and its cultural, religious, ethnic, economic, and political concerns.

The thirteen chapters of the book are outstandingly arranged within these four sections which enthusiastically engage the readers to go through the text as these bold titles of sections help readers to learn that they are to find new and practical issues in the text. It would suffice for those who are latching on the clichéd teaching practices to modify their teaching styles in language classrooms specifically, and then the author proselytizes the readers to abandon already developed teaching practices and teaching roles in their

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teaching career, as it reminds us that teaching languages is no longer a sheer act of teaching a subject, rather as mentioned above, divergent intervening issues are influencing the teaching practice which is a mixture of ideologies and beliefs.

It needs to be mentioned that all practitioners over the globe will find Educating Second Language Teachers a good source and manual for pre- and in- service programs for educating teachers, student teacher training universities, and all those who are teaching over the years and those already graduates who are experiencing their newly-shaped character as a teacher. The current textbook attracted a large number of audiences who are mainly engaged in teaching practice.

However, the textbook touches well the concerns of almost all those who believe students' success is shaped through their teachers' character, as it is highly acknowledged, appreciated and researched by scholars over the world irrespective of regional as well as cultural boundaries. Educating Second Language Teachers will empower the teaching educators to learn how to train successful proficient well-acquainted language teachers.

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Human Participants

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