to what factors or influences underlie their classroom actions (Richards, 1998).

2. Teachers should develop an exploratory and analytical approach to their teaching process trying to discover a lot about their own teaching. By developing self-awareness and introspection, teachers can attempt to learn new things about their teaching process and compensate for their probable weaknesses. This can be achieved through some tools including observing other teachers' classes, studying new teaching materials, reading various teaching journals, as well as doing action research. As Cohen and Manion (as cited in Crookes, 1993) point out, action research "a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (p. 174) involves teachers systematically changing some aspects of their teaching practices in response to some issues that would realize as a problem to be addressed, collecting relevant data on the effects of changed practice, and interpreting and analyzing the findings in order to determine whether another intervention would be necessary.

3. Authorities in education decision-making quarters should include supportive policies and strategies in order to encourage teachers to understandingly and sympathetically engage themselves in the actual process of language teaching. This can involve many helpful measures, such as financial rewards, various peripheral facilities, healthy recreational plans, as well as many encouraging programs which would increase teachers' motivation to fully devote themselves to their students' language needs.

4. Another implication is for materials developers who have a crucial duty in the process of language teaching and learning. They have to design materials, activities, and tasks to encourage reflection and exploration on the part of the teachers and, as a result, help the process of development among teachers.

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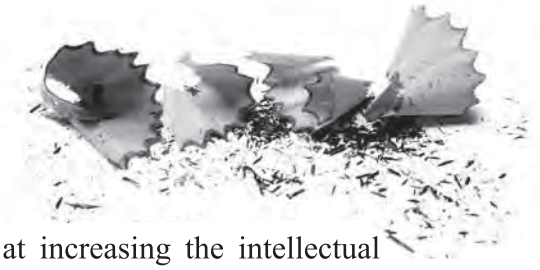


teaching, (b) it represents a more humanizing division of student-teacher role and teacher educator role, and (c) it has more valid goals.

As Gebhard and Orpandy (1999) point out, the shift of focus from the notion of training to that of development has led to the emergence of such concepts as teacher exploration and introspection to be taken into account by teachers within the process of teaching. The authors maintain that the idea of teacher exploration can be considered as a sort of "liberating tool" which free the teachers from the pressure of looking for the best method of teaching.

Final Remarks

Apparently, teachers are a key element in the process of language teaching and language learning. The quality of instruction provided by language teachers has a great effect on the ease and the speed of the process of second language acquisition. Well-qualified teachers can facilitate the learning of a second language. One of the important concepts in the realm of language teaching and learning which has recently drawn the attention of many researchers is teacher education. Traditionally, teacher education has been used to mean the practice of preparing and training teachers in order for them to use their abilities to teach more effectively in the classroom. As mentioned before in this paper, there are two conceptions of teacher education known as the training and the development perspectives. The canclusion drawn from the above discussion is that the development view of teacher education which aims at increasing the intellectual growth of teachers is expected to be more helpful than teacher training.

Freeman (1991) clearly confirms this shift of emphasis. According to Freeman, during the past decade a plethora of research has emerged in the area of teacher education which has criticized the *training* perspective because of its narrow view of teaching as the exercise of specific ways of acting to make teaching more effective.

1. Taking these descriptions and distinctions into account, certain conclusions can be drawn in relation to the process of language teaching and learning. Furthermore, some implications are worth mentioning to those involved in the process of language teaching and learning, especially of language teachers.

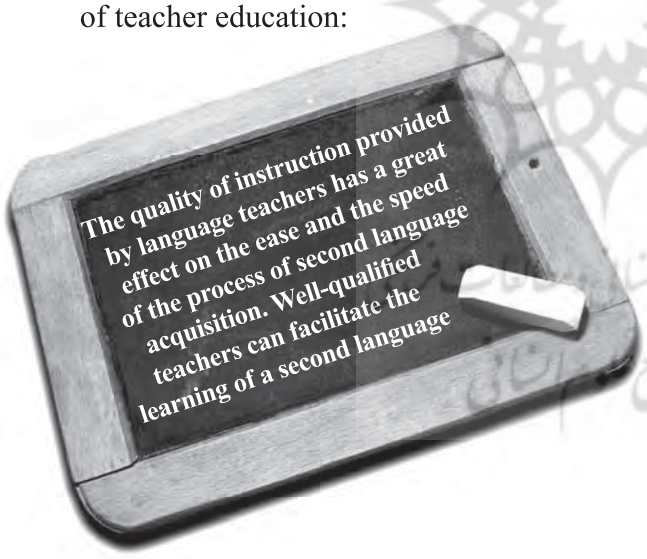
Teachers should understand that teaching is not merely a process-product notion in which a set of concepts and behaviors have to be taught directly; rather, as Shulman (1986) states, teaching involves both action and thinking that underlies and involves higher-level cognitive processes that are less amenable to direct instruction or training. In other words, the research focusing on teacher development has undergone a shift from searching for better ways to train teachers to trying to describe and understand the process of how teachers learn to teach through their self-reflection and awareness. When our classroom practice is viewed as a manifestation of our interactive decision making, the process of how teachers learn to make such decisions needs to be examined in relation

teacher and following directions without questioning why they need to do so.

c. According to the reflective model, teachers learn to teach by reflecting on their own experience. Then, they draw on what they have learned through reflection and apply it to their teaching practices with the purpose of modifying the weak points and further refining their professional abilities.

Taking Wallace's three models of teacher learning, it seems that the training view corresponds to the first and second models, while the notion of teacher development is best understood within the framework of the reflective model.

Comparing these two perspectives of teacher education, Britten (1985) refers to the limitations of the training perspective of teacher education:



1. Training reflects a very limited view of teachers and of teaching. It reduces teaching to a technology and views teachers as little more than technicians. Also, it presents a fragmented and partial view of teaching and fails to capture the richness and complexity of classroom life and the teacher's role in it. It treats teaching as a fragmented rather than a holistic practice.

2. Training limits itself to those aspects of teaching that are trainable; therefore, it does not address more subtle aspects of teaching, such as how a teacher's values and attitudes shape her responses to classroom events. Yet, these are crucial dimensions of teaching and should not be ignored in teacher education.

3. Training is not classroom based. The content chosen for inclusion in the training program is typically pre-determined and pre-selected according to trends in the current language teaching theory or according to current trends in methodology. The focus for training is not on an exploration of the actual processes employed by teachers in classrooms and their significance. Therefore, it is unlikely that the program will address issues that are central to the real experience of teachers.

4. Finally, in the training perspective, the burden of responsibility for development is on the teacher trainer, rather than on prospective teachers.

With the limitations that training is argued to have, it seems logical to conclude that teacher development is more favored and is of more advantages for the teachers themselves with regard to their personal development in the process of teaching. Richards (1987) concludes that a teacher development approach to teacher education represents a more appropriate model than a training perspective because (a) it offers a richer and truer conceptualization of

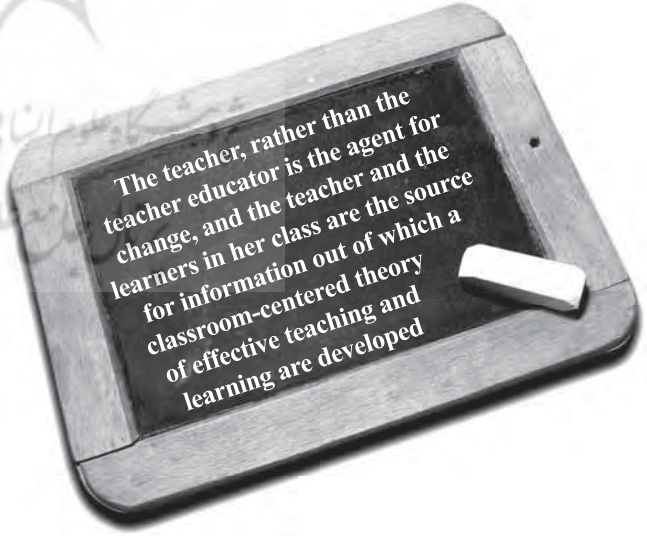
teacher development, certain distinctions emerge. Training deals with building specific teaching skills, for example, how to sequence a lesson or how to teach a dialogus. Development, on the other hand, focuses on the individual teacher, that is, on the processes of reflection, examination, and change that can lead to doing a better job and achieving personal and professional growth.

Training addresses certain immediate needs, for example, helping a teacher to achieve some degree of confidence in what she is doing. Development, however, focuses on broader, long-term concerns; how a teacher can be encouraged to grow, to explore new avenues and ideas, and thereby avoid professional weaknesses or the feeling that one has done it all before.

Elsewhere, Freeman (1989) calls the training perspective of teacher education the micro approach, in which teaching can be broken down into discrete and tangible skills or techniques. On the other hand, Freeman believes that the teacher development perspective looks beyond those atomistic aspects of teaching and involves the beliefs, knowledge, and thinking processes that underlie actual teaching behaviors. According to Waters (as cited in Bezzina, 2006, p. 419), professional development deals with occupational role development, enhancing skills and knowledge, in order to enable the teacher to teach more effectively. However, the conventional view of professional development for teachers needs to shift from technical training for specific skills to the provision of opportunities which lead to the intellectual professional growth of teachers.

Looking analytically at the differences between these two perspectives of teacher education, one can see that the element of personal growth is taken to be an essential and integral part of the teacher learning process in the development approach, while it is overlooked in the training view. Wallace (1991) has introduced three models of teacher learning, based on which some of the main characteristics of the two approaches are identified. These models namely a) the applied science model, b) the craft model, and c) the reflective model are defined below:

a. Based on the applied science, teachers learn to be teachers by depending on research-based theories and making use of that knowledge in their practice. This knowledge is considered to be generalizable.



b. The underlying principle of the craft model is that teachers learn to teach in the way students learn crafts. This is done by modeling and imitating an expert

Education can be thought of as a general term which would take different forms. In the present article, two general perspectives to teacher education namely the training and the development views, as well as their differences, will be discussed in order to shed to better understand the procedures for educating language teachers.

Approaches to Teacher Education

According to Richards (1987), in recent years, two approaches have emerged concerning teacher education in second and foreign language teacher education programs. One approach considers education as *training*, and the second one is referred to as *development*. To clarify the difference between these two approaches, Freeman (1989) examines the role of the teacher contrasting *training* versus *development* perspective of teacher education. Based on the *training* perspective, the teacher is viewed as a technician. According to Zeichner and Liston (1987), "the teacher as technician would be concerned primarily with the successful accomplishment of ends decided by others" (p. 27). The effective teacher is also viewed as a skilled performer of a number of prescribed tasks. *Training* is aimed at developing the teacher's repertoire of tasks and enhancing the effectiveness with which tasks are used. The prospective teacher is thus treated as an apprentice, and as a passive recipient of information and skills passed on to him or her by experts-the teacher educators. The teacher's chief responsibility is to try to suppress old habits and replace them with new ones, and to match her teaching style to that prescribed by a new method. The teacher is also expected to observe and imitate accurately, usually without questioning the underlying principles of her practices.

On the other hand, teachers take on different roles and responsibilities in a program which centers on development rather than *training*. Based on the *development* perspective to teacher education, the teacher is no longer in a subordinate role who passively and anxiously awaits guidance, direction, and suggestions for change and improvement. Rather, she is in a collaborative relationship with the teacher educator. The teacher is an investigator of her own classroom and her role in it and determines what aspects of the classroom she wants to know more about. The teacher, rather than the teacher educator, now assumes the responsibility for identifying priorities for observation, analysis and, if necessary, intervention. The teacher educator's role in this relationship is to help by providing information and resources to facilitate the process. As Breen et al (1989) emphasize, the teacher, rather than the teacher educator is the agent for change, and the teacher and the learners in her class are the source for information out of which a classroom-centered theory of effective teaching and learning is developed.

Freeman (1982), in another analysis of these two perspectives, states that in considering the terms teacher training and

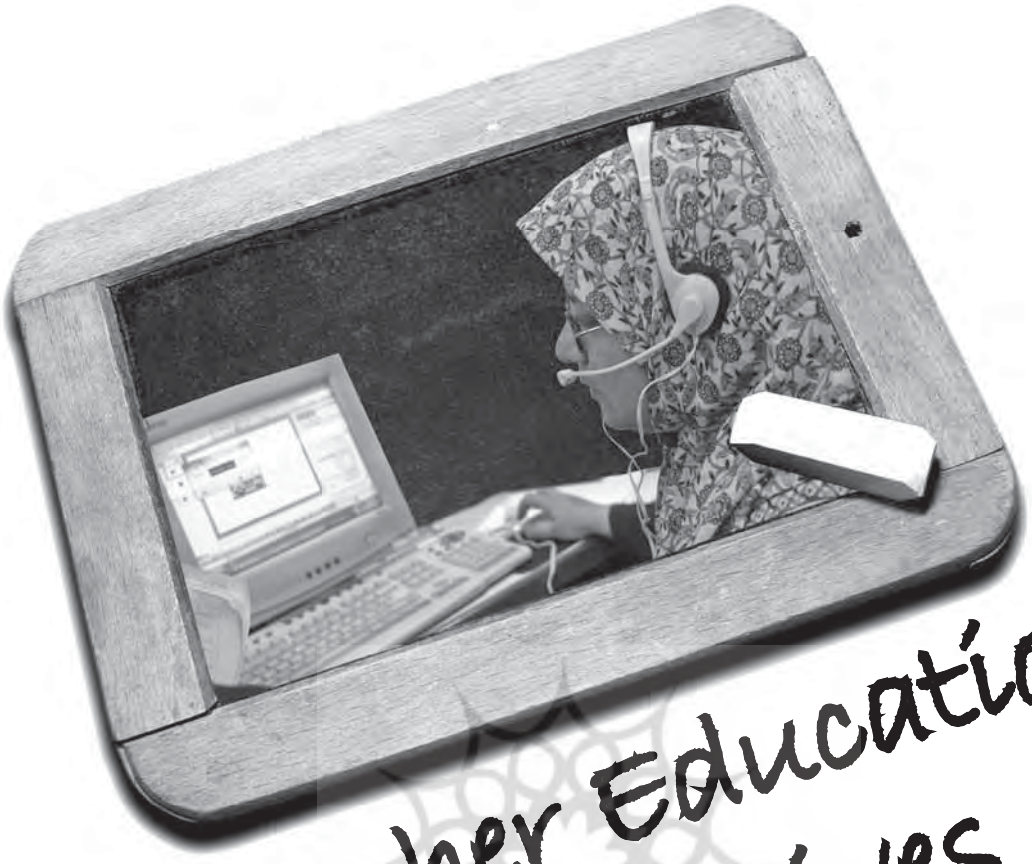
Abstract
During the past fifty years, teacher education has been the focus of many studies and has drawn the attention of many researchers. As a result, two main conceptions of teacher education have emerged in the field. One approach which is referred to as training emphasizes the traditional views to teacher education. The second view known as development considers the teacher as an active processor of his/her own teaching practices through self-awareness and reflection. In order to better grasp the concept of these two perspectives, as well as their differences, this paper outlines and contrasts the two approaches with a focus on the role of the teacher in each approach. Then, the drawbacks of the *training* perspective are discussed with the aim of drawing the attention of teachers and educational authorities to the benefits of the developmental view of teacher education. Finally certain implications of the *development* perspective are discussed in relation to the process of language teaching and learning both for teachers and for those who are involved in the planning of teacher education programs.
Key Words: language teacher, teacher education, teacher develoment, teacher training

Introduction

Nowadays, education is seen as the basis of every progress in human societies which requires special attention by the authorities in order to provide an appropriate educational system capable of meeting the educational needs of people. Education can be considered interaction between students as the recipients of education, and, the teachers as providers of education. In fact, the success of any educational system particularly in terms of quality depends, to a large extent, on the provision of qualified teachers. No nation can achieve economic, social, technological, and scientific progress without a good system of education to sustain its achievement. Clearly, in this direction the main burden is on the teachers who have the responsibility of providing high quality instruction. However, this is not an easy task to achieve.

With technological advancements, the increasing use of electronic sources of information and emergence of new fields of study, the need for more and better teachers is felt more than ever before. Also, the need to raise the level of knowledge and skills of the existing teachers is seriously felt. Teachers, therefore, need more opportunities than ever before to continue learning throughout their careers. In fact, teacher education should be taken into account both by the authorities, and, especially, the teachers themselves; certain instructional programs should be designed in order to enhance the quality of teaching, as well as to make teachers function better in their classrooms.

According to Freeman and Johnson (1998), teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform more effectively in the classroom, school, and wider community.



Teacher Education Perspectives

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Knowledge Improvement

چکیده

طی پنجاه سال گذشته، موضوع تربیت معلم، همواره مورد توجه بسیاری از محققان و متخصصین بوده است. در نتیجه این مطالعات، دو مفهوم اصلی در زمینه تربیت معلم پدید آمده است. اولین مفهوم، رویکردی است که به آموزش معلم از نظر سنتی تأکید دارد و دومین مفهوم به رویکردی می‌پردازد که معلم را به عنوان یک پردازشگر فعال از طریق تأمل و خودآگاهی می‌داند. در این مقاله، سعی شده است برای درک بهتر این دو دیدگاه، تفاوت‌ها و تمایزهایشان با توجه به نقش معلم در هریک از این دو دیدگاه بیان شوند.

نقاط ضعف و قوت آموزش معلم، با هدف جلب‌توجه معلمان و متخصصان آموزش به بحث گذاشته می‌شود و در آخر توصیه‌هایی در مورد رشد معلم در ارتباط با فرایند یادگیری و آموزش مورد بررسی قرار می‌گیرد.

کلیدواژه‌ها: مدرسان زبان، تربیت معلم، رشد معلم، آموزش معلم