

Table 4. Characteristics of a good teacher trainer.

| A good teacher trainer | How could we achieve it |
|--|---|
| Recognises and helps student teachers to recognise teachers as producers of knowledge vs. teachers as consumers of knowledge (transaction vs. transmission). | <ul style="list-style-type: none">• Observation by colleagues.• Institutional evaluations.• Opportunities for self-development and professional updating. |
| Provides the necessary conditions for prospective teachers to acquire skills in discourse analysis that will help them hypothesise from their classroom practice to construct theory. | |
| Connects the generic professional knowledge provided by experts to the particular learning teaching contexts that prospective teachers are familiar with, that is, connects theory and practice. | |

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