



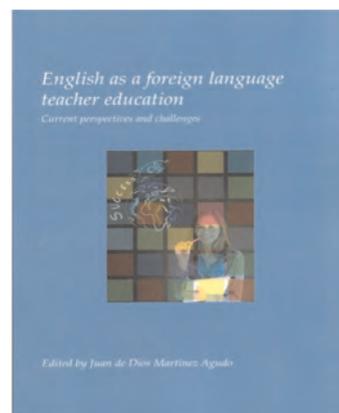
Reviews

MARTÍNEZ AGUDO, Juan de Dios (ed.) (2014), *English as a foreign language teacher education. Current perspectives and challenges*. Amsterdam/New York: Rodopi, 364 pp. ISBN: 978-90-420-3800-4.

This volume explores key dimensions for those EFL teachers needing more professional tools and preparation within the field of English as a Second Language.

The book, preceded by a foreword by Professor Richards (University of Sydney) providing the volume with an even more attractiveness for the readers, has a general layout of its contents explained by the editor himself.

Divided into four sections related to the teaching of English as a foreign language, the first section, entitled “Theoretical perspectives and approaches to L2 teacher education”, includes seven articles from prestigious authors. Thus, Liceras (University of Ottawa) makes a reflection on the practical implementation of second language acquisition research into everyday teaching work. Madrid (University of Granada) focuses on the usage of the European portfolio providing the reader with useful applications inside the classroom. Montijano (University of Málaga) and Leggott (Leeds Metropolitan University) pay special attention to the way in which Spanish students acquire and learn English as a second language, highlighting those aspects that should be taken into account as regards Action Research. Deyrich and Stunel (University of Bordeaux) provide an in-depth exploration of language teacher education models. Grosbois (Université Paris-Sorbonne IUFM) examines practicum experience in teacher education and, more specifically, the role played by practice abroad in second language teacher education. Sifakis (Hellenique Open University) pays attention to the way



in which teaching contexts have been impacted by the increasingly complex global English language phenomenon and the increasing cultural diversity of many societal contexts. Finally, this first section is closed by Papaefthymiou-Lytra, (University of Athens), who discusses the need to promote teacher trainees' multicultural awareness in ELT teacher education.

The second section of this brilliant volume, focused on "Teacher identity construction: Emotional and cognitive dimensions of teaching", is composed by four articles:

1. Schutz (University of Texas) and Lee (University of Munich) propose that teaching involves considerable emotional labour involving the effort, planning and control teachers need to express their emotions in an appropriate way.

2. The second paper by Torrez-Guzmán and Martínez Álvarez (Columbia University) is a case study dealing with the variation of responses to written assignments made by teachers.

3. Martínez Agudo (University of Extremadura) focuses on the analysis of what pre-service teachers actually believe about the role and effectiveness of corrective feedback as a particular area of language instruction.

4. Finally, Martínez Agudo and Robinson (University of Extremadura) discuss about the EFL student teachers' preferences as regards being taught by a native or a non-native teacher.

The third main specialised section, devoted to "Lesson plans and classroom materials and resources", is made up of three articles:

1. Salaberri Ramiro and Sánchez Pérez (University of Almería), together with Abdul-Salam Al-Masri (Islamic University of Gaza), focus on the essentials in language teaching methodology and practical classroom applications including syllabus design and implementation, classroom techniques and activities for primary and secondary school teachers.

2. Montijano Cabrera carries out a complete study on how textbooks are still considered as practical tools when facing the lessons.

3. Azzaro (University of Bologna) aims at measuring engagement by comparing the impact of traditional, printed, form-focused material with multimedia course content.

Finally, the book devotes a section to "Focus on CLIL and ESP teacher education", with two articles: Brüning and Maja-Svea Purrmann (Freie

Universität Berlin) discuss definitions and concepts of bilingual education pointing out some relevant scholarly desiderata. The closing article, by Melo Cabrita, Ferro Mealha and Queiroz de Barros (University of Lisbon), focuses on how future EFL teachers may address the challenge of teaching highly specialized topics.

It is worthy to note that this volume is intended for those current and future EFL teachers, being a magnificent example of how to approach to diverse varieties of issues related to second language pedagogy from different perspectives. The help given to this field of studies by the editor is very important for its organization, diffusion, and development, and it is worth mentioning. Therefore, we congratulate not only the editor but also all the writers and we look forward to receiving much more research on this field.

Magdalena López Pérez

TOURIÑÁN, J.M.(2015). *Mesoaxiological pedagogy and concept of education*. Santiago de Compostela: Andavira Editora. 382 pp. ISBN: 978-84-8408-796-0.

Professor Touriñán is one of the Spanish pedagogues who is contributing most to consolidate and extend the concept of pedagogical knowledge. Our area of knowledge should pay more attention to his perfectly established proposals about what doing pedagogy means from his “own visual circle”.

It is true that Touriñán’s works are complex, it is not enough to read them, they must be studied. However, their complexity lies on the express will to get to the bottom of the strictly pedagogical approach in an analytic way. As pedagogues, we grow in our professional identity with his books. Pedagogy is interested in “answering the question of how to explain that a certain event or action is educational. That is the question we have to answer through pedagogy, not in order to improve our way of knowing, or to improve our way of teaching, but to ask about education itself, by approaching the real meaning of the term in its own concepts” (16). The pedagogue is the “expert manager of educational spaces where s/he builds educational fields” (200).

The book consists of eight chapters. Half of them deal with mesoaxiological pedagogy and the concept of education from a theoretical and epistemological approach. The others, inserted into the previous ones, are about educational relationship, intercultural relationship, education for development and arts education, being the last one a theoretical and practical application of mesoaxiological pedagogy. Let's see some of the main ideas of his text.

One of the main contributions of this book is the distinction between *formal and real definition* of education. In the first case we find the necessary works which summarize the characteristics of education established in different definitions. However, there is something more: we must go straight to what education *is* in order to "understand the distinctive traits of the character of education and the sense of education which qualify and determine its real meaning in every educational act" (61). Another important idea is the difference between educational intervention and pedagogical intervention, which is always *technoaxiological* (190). This distinction is relevant to shape the pedagogues' professional function, since "education is not only a frame of reference, but a field of reality with intrinsic significance in its terms" (297)

Another interesting contribution of the text is the proposal of a *meso-axiological pedagogy*. "Mesoaxiological pedagogy is mediated pedagogy relating to the field of education which is built to Educate with a cultural area". (191). Pedagogues build *fields of education*, actions with a pedagogical purpose through activities, experiences, cultural knowledge and events.

Another idea which appears in different chapters is the analysis of the triple technical sense of cultural area as a field of education. This distinction is used by the author in the respective chapters so as to be able to understand the strictly educational possibilities of intercultural education, of education for development and of arts education.

We can find something new in the book when he explains his well-known proposal about the pedagogical functions and includes the pedagogical possibilities of competences.

"It is true that including competences in the regulatory development of the educational system does not change the concept of *education* but it tries to improve the possibility of its pedagogical management" (275)

This book puts some order into what we know today and it especially broadens the conceptual possibilities of pedagogy creatively through arguments which are undeniable in many cases. In short, it makes us advance from a traditional idea of education, for example “intentional perfective development of human abilities” to the thoroughly explained proposal that “*Educating* is carrying out the meaning of education in any educational field by developing the general dimensions of intervention and the adjusted competences, the specific capacities and the basic dispositions of each educatee to achieve knowledge, attitudes and skills-abilities-habits relating to the aims of education and to the guiding values derived from these aims in each educatee’s internal and external activity, using for this the internal and external means suitable for each activity, in accordance with the opportunities” (289).

Fernando Gil Cantero