

***Quality in TESOL and Teacher Education.*** Martínez Agudo, Juan de Dios (Ed.) (2020). Routledge, Print ISBN: 9780367187873, 0367187876, eText ISBN: 9780429582349, 042958234X

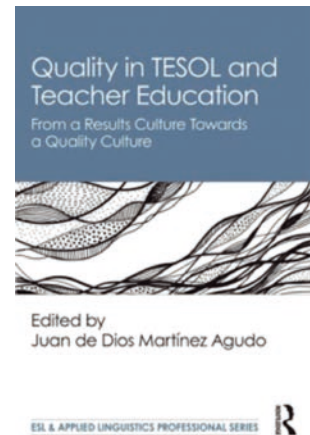
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Concern for the quality of educational systems has been prevalent worldwide. For many years, governments have strived to improve their educational systems and have passed successive laws with this aim. Frequently, the quality of education has been conceived as a philosophical and instrumental tool that intervenes in social transformation at a global level, and it has been given such importance that, in recent years, it has become the key term of the educational legislation of most countries (Madrid & Julius, 2017).

The concept of quality has been understood in many ways. In the educational field, a quality education focuses on the entire person: on socio-affective and personal dimensions, as well as on the cognitive development of students, regardless of their gender, race, ethnicity, socioeconomic status or geographic location. A quality education, at any educational level and of course, in the field of TESOL teacher education (Madrid Manrique & Madrid, 2014), rests on several basic pillars: well-trained lecturers, relevant curricula that meet the needs and interests of students, adequate use of resources, materials, methods and techniques that develop the trainees' cognitive, procedural and attitudinal competencies to work at well-managed schools where there is a commitment to education and the students' adequate achievement (Madrid & Roa, 2018). However, as stated in UNESCO (2005), there is some degree of confusion regarding the concept of quality and it is rarely interpreted as a unitary concept. As Farrell (2020) suggests at the beginning of this book, the concept of teacher quality can refer to the academic qualities of the teachers, their didactic skills, teaching effectiveness, degree of expertise in their ability for the student to achieve good results and many other aspects.

The 22 contributions that this volume offers attempt to answer all these questions by focusing on three main areas: 1) the quality of TESOL teacher training in a multilingual and globalized world, 2) the quality of their training for educational diversity in the classroom and 3) quality training for quality education. The different contributions focus on key aspects of quality, such as the ideological and philosophical principles that inspire the training process, the different learning theories, curricular aspects, learning outcomes, constraints and affordances involved, and the teachers' and learners' characteristics: motivations, skills, and professional knowledge (Richards, 2020).

The first part of this volume includes 5 chapters dealing with the training of TESOL teachers from the perspective of human rights, critical pedagogy, policy and ideology in



ELT, sustainability and innovation. This section is followed by 11 chapters that develop the concept of quality and inclusion for educational diversity through quality processes in education, autonomous work, teacher talk in the classroom, the use of native and non-native speaking teachers, adequate methods in TESOL, materials and cultural content, authenticity, quality of feedback and assurance. The final part includes 6 chapters that address the importance of the teacher in quality education, teacher identity and quality assurance, professional competences, the importance of emotional competence training in TESOL, phonetic skills and school based training.

This volume is a valuable source of information for researchers, TESOL teacher educators, and administrators involved in language teacher education. The work gathers the contributions of several figures of great international prestige that will undoubtedly contribute to clarify the key aspects involved in the quality training of TESOL teachers and to improve the quality of teacher training systems throughout the world.

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