

As flowers depart to see their mother-root
Como las flores se juntan con su madre raíz

2. Transposition:

verb (pattering) → noun (*golpes*)
 The chestnut pattering on the ground
Golpes de castaña sobre el suelo

Both university groups of students will also have the opportunity to improve their learned vocabulary (sway: *mecer*, roar: *bramar*, flit: *revolotear*, etc.) presented in the context of beautiful poetic utterances.

The fourth group, the public at large, will enjoy not only the pleasure of a beautiful language but will learn as well the wisdom and the sensitivity of these visionary human beings called poets.

In order to attempt an assessment of the value of the translation of the Anglo-American poetry carried out by Siles, we can select as many categories as we wish, which will direct us in our analysis. For my purposes, I will choose only one, faithfulness, which in my opinion embraces many others. The dictionary gives, among others, the following connotations of the word 'faithful': true, loyal, accurate, reliable and credible. Siles has been faithful to the Spanish language and to the original spirit of each poem, as he says "sin desvirtuar sensiblemente el espíritu del original". To this effect, it is very appropriate to appeal to what he says in the foreword: "As I was gaining more self-assurance and confidence, I became more faithful to the Spanish language than to the English language". In my analysis of faithfulness I include both meaning and vividness. When I say vividness I am implying two things at least: the correct diction or appropriate choice of the words, and the successful exploitation of figures of speech in both languages.

If I were an American reviewer I would probably close my assessment with a complimentary sentence stating that this book is worth more than its price. I would also add my admiration for Siles's mastery of both languages and distinguished sensitivity, and for his masterly dexterity in turning the complex and intricate into easy, accessible and enjoyable things.

My warmest congratulations to doctor José Siles Artés for this beautiful gift that he has offered us as a fruit of both his scholarship and his refined aesthetic taste and valuable literary experience as a writer.

Johnston, Bill (2003): *Values in English Language Teaching*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

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With a skilful integration of theory and practice, Johnston extends an invitation to readers to enter the world of values, identities, and ELT classrooms. His work is in many respects

unique in the field of TESOL since it speaks with eloquence to researchers, theorists, and teachers in the wider educational context.

Values in English Language Teaching aims at exploring the complex net of ELT from an axiological point of view to demonstrate that all teaching is value-laden and not just a matter of clear-cut choices. If it is understood coherently, there is something inherently novel and exploratory about an axiological approach to ELT, if only for the reason that no one teacher or learner will ever escape from values. Throughout the whole volume the author provides us with a comprehensive theoretical framework on the topic and outstanding examples taken from real life situations in Brazil, Poland, Japan, Thailand, Turkey, Taiwan, or the USA which render truly illustrative.

Chapter one settles the basis for an educational definition of morals and values considering the field of English Language Teaching. It focuses on the teacher as a moral agent and sets the theoretical and practical underpinnings which inform morality in the ELT classroom following authors such as Noddings or Bauman or documents like the *Universal Declaration of Human Rights*. Various moral dilemmas are presented under the headings of 'Sociopolitical context': controversy between TESOL culture and target educational cultures; 'Liberation and domination': liberation and domination are issues related to the processes involved in TESOL; and 'Foundations and fundamentalism': the respect for the right to be different clashes with the intolerance sometimes TESOL students show. He clearly states that "ELT teaching is indeed a profoundly moral undertaking" (p. 18).

Chapter two covers such relevant issues as the moral in classroom discourse (what teachers and learners say and do) and its rules and regulations, and the curricular substructure of ESL (textbooks, pronunciation, and writing). To support this idea, Johnston contends that giving priority to structures and functions is itself a form of politics that regulates students' expectations in covert ways. Special attention is paid to the role values play in textbooks as the key element to perpetuate a series of values by dominant and powerful publishers. The set of relations aroused by the interaction between the teacher and the institution are also analyzed as part of the myriad complex situations given by the actions and decisions taken within the classroom. The most important argument to be highlighted is that teachers find themselves constrained by their own values along with the multiple ways these values interact with the students' or situations' values.

Chapter three highlights the core role played by critical pedagogy in the field as a means for creating constructive politics in ELT. References are made to Freire and Giroux and many examples presented to confirm these theories. His discussion revolves around five main areas of politic reference: the use of English in the process of globalization, the use of the English language in the advancement of technology, the education of migrants, the imposition of the English language on indigenous peoples, and language education associated with colonization processes. The view of language teaching as a moral dilemma whose ultimate goal is confronting the moral complexity and ambiguity of our teaching is not without implications for the teacher. This perspective on ELT, which entails the identification of good and right things to do in any given set of circumstances, *i.e.*, "to know the right way to teach" (p. 21), makes the teacher's task more complex than in an

approach to language teaching based on a positivist view realised by means of a set of pre-established objectives, procedures, and attitudes.

Extremely important is chapter four when it states the morality concerning testing and assessment. It is stated that the act of testing or assessing is an act of valuing, and therefore, subjective. And we are not only valuing a given work, but a given person, which turns the situation highly interesting and controversial at the same time. What to test, whether formal knowledge, procedure or attitudes are central topics to the discussion arena which lead us to judge whether a person is a “good student” or not. Some other areas of interest are the different kinds of assessment, considering relevant issues as how assessment relates to teacher-student relationships, how knowledge of the language is to be assessed or even further, the ‘how’ in assessing students’ effort, participation, motivation, or attitudes which turns highly controversial. Internationally approved TESOL tests like the TOEFL are examined to elucidate the values fostered by standardized tests.

Three aspects of teacher identity are addressed in chapter five to shed light on an area which is certainly unclear because it underlines “who we are”. Teachers’ own religious beliefs and how to deal with our students’ ones are the nitty-gritty of moral dilemmas. Another question addressed is the teachers’ involvement in students’ lives and how to manage with authority and solidarity towards them. Finally, it is relevant professionalism and the values aroused by the process of assuming a professional identity within the field.

Chapter six places values as a central issue to have into account in teacher development, both when training and developing a professional career. Two models, the European and the North American ones, are discussed on the basis of moral choice. In the former, teacher development equates professional and personal growth and in the latter the presence of teacher educators presented to teachers play a central role. Classroom research is also needed to give values a central role in ELT. There exist the general thought that university research is removed from the “real classroom”; a situation which makes teachers become researchers of their own classrooms to elucidate the morals of the classroom and the true interconnection which take place in it. A central theme here is the way English language teachers and the outsiders perceive the ELT profession and working arena.

Chapter seven is overall reviews of all the topics considered in the book where the various dilemmas have been analyzed from an axiological point of view.

The general aim of the book is demonstrating convincingly that the teaching of language is not a neutral activity; that axiological choices and identities are integral to critical practice; and that those mental or social theories, methods, or techniques are subject to values in the EFL field. Throughout its deep debate around these issues, the author is trying to make ELT teachers consciously aware of the true moral nature of language teaching and learning. ELT teachers will identify closely with the realities of Johnston’s examples and will find his reflections at once pedagogically reassuring and theoretically challenging.