

Diaz-Rico, Lynne T. (2004). *Teaching English Learners: Strategies and Methods*. Boston, MA: Pearson/Allyn and Bacon; 476 pages; ISBN 0205355439

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In *Teaching English Learners: Strategies and Methods*, Lynne Diaz-Rico provides a compilation of the key ideological, socioeconomic, and core pedagogical issues that future TESOL teachers will have to confront inside and outside of the classroom, regardless of whether they are teaching in the United States or abroad.

In terms of ideological issues, the author covers a range of issues including approaches to dealing with teacher power and authority, and the methods by which they can foster learner self-empowerment. Significantly, Diaz-Rico connects the work of critics and thinkers in the field of critical pedagogy such as Paolo Freire to TESOL. However, the author does not give significant attention to the differences in teacher roles and responsibilities in ESL and EFL programs, not to mention in adult and child-centered instructional settings.

In addition to addressing ideological issues, Diaz-Rico alerts future teachers to the socioeconomic issues they will confront. More specifically, she discusses the manner in which teachers should approach non-standard varieties of English in school settings, especially in areas in which the oral varieties that learners are socially exposed to have traditionally carried social stigmas. In addition, she focuses on topics related to children's self-esteem, stressing that teachers must exhibit positive values towards students' L1, attempt to learn their students' first language, foster relationships with the students' parents and local communities, and include their L1 in their instructional units and lesson plans. In terms of EFL settings, Diaz-Rico stresses the importance of learning about the students' motivations for studying English, and the importance of developing students' English in ways that are sensitive to their first language culture.

Of course, the text also gives students appropriate exposure to core pedagogical elements such as teaching methodologies, strategies instruction, classroom activities, and language assessment. First of all, the core ESL teaching methodologies, such as the Natural Approach and the Audiolingual Method are discussed. Moreover, alternative methods based on cognitive and humanistic approaches are noted. Diaz-Rico also summarizes the major

strategy types and how to teach them. Similar to strategy instruction, her treatment of practical activities is extremely informative. In particular, several ideas concerning how to teach grammar are offered, as are ways in which teachers can help students acquaint themselves with helpful learning strategies. Nevertheless, such practical activities are rather short and not clearly geared towards either children or adults. A fourth and final pedagogical element discussed in Diaz-Rico's text concerns assessment. In effect, the text addresses several issues relevant to school teachers, such as state L2 proficiency standards, and different types of standardized and non-standardized tests commonly used in the US.

In conclusion, *Teaching English Learners: Strategies and Methods*, is a text that will benefit newcomers to ESL teaching. While the text is extensive, it does not, however, give in-depth treatment of many issues; therefore, experienced teachers will not find the text to be very constructive, nor will teacher trainers working in MA-TESOL programs. Nonetheless, the text is highly recommended for the novice TESOL professional.