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***Teaching English in Local and Global Contexts:
A Guidebook for Beginning Teachers in TESOL***

Sarina C. Molina

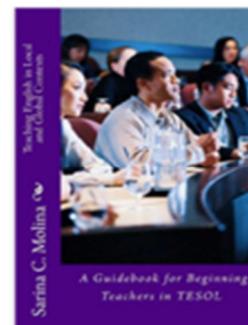
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Reviewed by Abrar H. Alsofyani
University of South Florida



TESOL is an expansive field full of theoretical and practical issues that are significant in teachers' and students' lives and education. The aim of this book, *Teaching English in Local and Global Contexts: A Guidebook for Beginning Teachers in TESOL*, is to introduce the reader to the field of teaching English as second or foreign language. Sarina C. Molina, the author of the book, provides a comprehensive view of teaching and learning in the TESOL field. The book consists of 8 chapters and is organized to first address the historical and theoretical perspectives of the TESOL field, followed by the implications and teaching practices.

Chapter 1, *The Introduction*, is a discussion of the rich history of Molina's educational and teaching background and how it shapes her values, beliefs and understanding of the TESOL field.

Chapter 2, *Teaching English as a Global Language: A paradigm Shifts*, introduces the idea of the English language being a global language. Many countries around the world have been using the English language as a standard language in their countries. Molina addresses the importance of teacher's knowledge about different cultures in the TESOL field and students' different learning styles based on their local cultures.

Chapter 3, *Theories of Language Learning*, provides a review of the essential theories in the language learning process of the TESOL field. The author takes the reader on a journey around the linguistics theories in the field of ESL such as behaviorism, generative and constructivism and how they are important to the ESL learners and teachers.

Chapter 4, *Historical and Current Methodology in TESOL*, includes an overview of some historical and current methodologies that have been used in classrooms and have gained popularity. Molina addresses that although the instructional methodology changes based on students' needs, we still need to recognize the old theories and the traditional methodology behind these theories if it fits our instructional purposes.

Chapter 5, *Macro-Skills in Language Teaching*, explores the macro-skills in language teaching which include the reading, writing, listening and speaking skills. The chapter provides step-by-step teaching techniques for all the skills for teachers with students of diverse proficiency levels.

Chapter 6, *Voices from EFL Teachers in Global Context*, is about teachers' experiences in teaching English in foreign countries. The author presents through the voices of four teachers many recommendation and tips about teaching abroad.

Chapter 7 presents in detail seven principles in teaching and practice as a guidance for beginner TESOL teachers to design their curriculum materials and reflect upon their teaching practices. Examples

of these principles are understanding the teacher and students' context, helping students to connect their current knowledge with the new knowledge, an engaging student in active learning.

Chapter 8, *The Conclusion*, conclude with Molina's influential experiences in teaching ESL in multiple settings. She explains that being exposed to different settings not only gave her a chance to understand the field, but "to adapt and be flexible to changing landscape of the field" (p.74). In order to meet students' different needs, one cannot apply one method or one approach in teaching. One has to consider the context of learning and the different learning styles to create the appropriate materials, methods and approaches that reflect the learning goals and needs.

The book achieved its main goal, which is to introduce beginner teachers to the TESOL field by providing an overview of the ESL foundation theories, perspectives and implications. The author did a great job gathering the most important theories, applications and teaching recommendations from the field. The book's price is reasonable in compared to the plentiful information it carries for beginner ESL teachers. I highly recommend this book for beginner ESL and EFL teachers, pre-service teachers, ESL teacher assistants. I like the presentation of this book. It is a light book that contains around 80 pages that are full of useful and applicable information in TESOL field. The language is simple and direct. The organization of the book's chapters is logical for the reader starting from the broader view of the SLA history and theories to the implications and practice details in the TESOL field.

Teachers who are planning to teach in global contexts around the world such as in China or Turkey, the book provides many crucial preparation tips and teaching recommendations based on true stories from ESL and EFL teachers, which gives the book more authenticity. chapter 5 is my favorite chapter, since I like to read and learn about teaching English skills for different proficiency levels and this chapter provides practical details and phases for teaching each skill. I found this book helpful to guide beginner and pre-service teachers to think critically about what they are going to experience in TESOL field. For example, it raises questions such as "how do you know that your students met the learning objectives for lesson" (p.69), or "how will you ensure that all your students are engaged in the learning process" (p.67), which are all important questions for ESL teachers to think about before and after starting to teach in the field.

I recommend beginner teachers to have this book on their shelf as a quick reference for TESOL field. It includes the essential theories of language learning, current methodologies and skills in TESOL, and teachers' experiences in teaching English from around the world.

Abrar Alsofyani is a doctoral student in the program of Technology in Education and Second Language Acquisition at the University of South Florida. Her research interests include CALL, Reading and literacy, L2 pedagogy, and Instructional Technology.