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Zimmerman, Lynn W. (2010). *ESL/EFL, & Bilingual education: Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations*. Charlotte, NC: Information Age Publishing, Inc.

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As stated on the back cover of her volume, Zimmerman's purpose in writing this book is to offer readers a "concise overview of English language learning issues from foundations to current reform to practical guidelines to implement in the classroom." Consequently, the sixteen essays comprising the text address a wide array of topics, ranging from the impact of the English-Only movement or of current educational policies such as No Child Left Behind on students, schools and education in general, to bilingual education as a manifestation of an ethic of caring, practical teaching strategies for limited English proficient students, or issues related to the education of bilingual students with specific needs. The essays are

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clustered under four main overarching themes, or Parts, encompassing four articles each: Historical, legal and political foundations of Bilingual/ESL education, Linguistic and sociocultural issues in ESL/EFL education, Educational reform and English language teaching, and Effectively teaching Bilingual/ESL/EFL students. A brief overview at the beginning of each Part provides some background on the issue at stake and briefly describes the content of the four articles included in it. Each article, in turn, revolves around a topic related to its respective Part and includes at the end some reflection questions, follow-up activities and suggestions for further reading.

The book features some solid chapters in terms of the extent and depth of the information provided, as well as the originality of their themes. Thus, chapters 1 and 2 present detailed information on the negative impact on the educational system of the English-Only movement and the No Child Left Behind Act, respectively. Chapter 3 describes how the current culture of power pervading American schools continues to perpetuate the existence of social inequities in classrooms, which effectively prevents students from receiving the quality education they deserve. Finally, chapter 9 delves into the repercussions on schools and students of No Child Left Behind and on the Act's contribution to the creation of an overwhelming culture of accountability which relies on high-stakes tests as the only tool to measure students' learning outcomes, yet does not take into consideration the tests' noticeable shortcomings. Among them, linguistic and cultural biases, the presence of washback, validity-related issues, and the extraordinary fragmentation of knowledge taking place in classrooms as a result of teachers teaching to the test. Additional chapters explore interesting topics rarely addressed in similarly specialized volumes. For example, chapter 4 revolves around English learners' perception of informal, nonstandard, forms of English which include the use of profanity as authentic models of communication, something due to it being the variety of English they are usually exposed to when interacting with other young people; moreover, chapter 8 reviews the literature on motivation for learning English among aging adults not yet ready to "sit and knit"; finally, chapter 5 exposes the cultural, sociocultural, psychocultural and environmental struggles of international students in American universities, above and beyond their proficiency in

English, as well as a number of support strategies that may contribute to help ameliorate their predicaments.

Despite Zimmerman's laudable intentions in writing her book, the volume's stated purpose seems a bit ambitious given the extraordinary complexity and numerous implications of the broad array of issues addressed in it. In fact, the brevity of a majority of the chapters prevents the author from providing the reader with the necessary information to contemplate certain issues with the necessary depth. For example, only scant information is provided on the inner workings of bilingual education programs. Furthermore, information appearing in different chapters describing the work of well-known researchers is very similar (for example, chapters 1 and 3 referring to Delpit's interpretation of the culture of power in schools); more troublesome, this information appears almost verbatim within chapters in some cases (for example, the three areas of success for international students in chapter 5). Finally, some editing throughout the book is necessary, as are updates of, or additions to, some of the oldest bibliographical references listed at the end of each individual chapter. While the inclusion of these references may be justified due to their subsequent relevance and impact on the field, the addition of more recent publications would update and enhance the bibliography.

Perhaps more puzzling for the reader is some chapters' loose relationship to the overarching theme of their respective part or even to the general theme of the book. This is the case, for example, of chapter 7, which describes a research project aimed at examining Hispanic students' interest in pursuing nursing as a career and investigating their knowledge about the college admission process. Yet, throughout the article, no mention is made of possible language- or culture-related issues affecting the aforementioned students, such as the role of their knowledge of English (or lack of thereof) or the cultural capital necessary to understand the inner workings of the system along the process. Consequently, it is difficult to grasp the rationale behind the article's inclusion in Part II of the book, entitled "Linguistic and sociocultural issues in ESL/EFL." Moreover, the two additional chapters describing Zimmerman's own research projects (Chapters 6 and 10) seem limited in scope. Thus, her investigation on self-identity-related issues involved only two Polish-

American subjects, while her examination of the impact of curricular reforms on pre-service English teachers in both Latvia and Poland included only a total of 19 pre-service English teachers from both countries. Moreover, information on the subjects' selection process is scant. For example, the only details available regarding subject selection in the latter study are that the researcher met with instructors at two universities in Latvia and Poland and that "all of the respondents were enrolled in the English teaching program at their respective schools" (p. 124). No additional information is provided on the reasons for selecting those particular universities, for example, or on the total number of students enrolled in the English program in either academic setting.

Despite these shortcomings, Zimmerman's book is an easy-to-read introductory guide to some important issues in the education of linguistic minorities, namely some important consequences of the implementation of No Child Left Behind, problems affecting bilingual education, the need to introduce courses specifically addressing the schooling of children with special needs in teacher preparation programs, or the struggles of international students attending U.S. universities. Additionally, the inclusion of articles on curricular reform in Poland and Latvia or aging and learning English permit readers' access to interesting topics, not very frequently covered in this type of publication, yet obviously pertaining to the teaching of English as a Foreign or Second language worldwide.

About the Reviewer

Francisco Ramos is Associate Professor in the School of Education, Loyola Marymount University, Los Angeles, California. His research interests revolve around teachers' attitudes toward the use of their students' native languages for instructional purposes in class and the implementation of two-way programs.

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