Book Reviews/Comptes rendus

Professional Development in Language Education Series
Tim Murphy, Series Editor

Teachers of English to Speakers of Other Languages
(TESOL), Alexandria, VA, 2003

Volume 1, Becoming Contributing Professionals
Joy Egbert (Ed.)
124 pages, ISBN 193118509-3

Volume 2, Extending Professional Contributions
Tim Murphy (Ed.)
126 pages, ISBN 193118510-7

Volume 3, Sustaining Professionalism
Patricia Byrd and Gayle Nelson (Eds.)
128 pages, ISBN 193118511-5

TESOL's *Professional Development in Language Education* (PDLE) series makes an innovative and substantial contribution to the repertoire of texts on language teacher development. Consisting of three volumes designed for TESOL professionals at early, middle, and more advanced career stages respectively, the series includes TESOL educators globally describing professional development strategies they have used successfully and offering suggestions for colleagues seeking to facilitate their own professional growth. As a teacher educator working in the framework of a C-TESL program, I was particularly enthusiastic about reviewing this series, not only because its emphasis matches the professionalism focus of this special issue of the *TESL Canada Journal*, but because this year I am using the first volume *Becoming Contributing Professionals* in a content-based language course for non-native English-speaking teacher candidates. With this context in mind, I approach reviewing these texts by providing some general insights gleaned from the series as a whole, and I highlight some of the major and recurrent themes pertaining to professional development. Throughout I integrate reference to how I intend to use the first volume and engage teacher candidates in my classes with some of the issues presented.

The PDLE series offers a clear and concise overview of a wide range of professional development opportunities available to TESOL professionals in various contexts. The varying approaches described are made inviting and accessible through TESOL educators' narratives that highlight both personal

CLEA SCHMIDT and RANYA KHAN

and broader implications of pursuing lifelong learning, including enhancing technology-related knowledge and skills, pursuing career changes by entering administrative positions or graduate school, and exploring international volunteer opportunities. The international scope of contributing authors and the representation of both ESL and EFL professional development contexts establish the relevance of the series for a broad TESOL audience, although from a Canadian teacher educator's perspective, including some "North" among the frequently "American" accounts would have further widened the applicability of the scenarios. Nevertheless, I believe the range of views and contexts presented in the first volume on *Becoming Contributing Professionals* makes the book an appropriate choice for a course catering to a diverse group of candidates intending to pursue various TESOL-related careers and seeking positions both in ESL contexts such as those found in North America and in EFL contexts internationally. I will integrate many of the suggested activities, including on-line conferencing, videotaped microteaching, and peer presentations, into my curriculum to help meet my course objectives of developing and refining the professional language candidates require as ESL teachers.

During each class, I intend to take up the readings from the text using a structured debriefing activity that will allow candidates in collaboration with their peers to consider the complexities of using particular professional development strategies and how they can use methods to facilitate their learning in a variety of TESOL-related contexts. I will also encourage candidates to examine the suggested strategies from a critical perspective. Overall, the contributions in the PDLE series exude thoughtful and thought-provoking insights from experienced TESOL educators, providing valuable models and recommendations for other educators to learn from. However, at times the brief format of the narratives oversimplifies some of the difficulties involved in implementing particular approaches. In Volume 1, for example, contributor Tatiana Gordon's suggestion to involve ESOL students in curriculum development overlooks some of the challenges inherent in using teaching methods that conflict with students' pedagogical assumptions and experiences (Shamim, 1996).

Again, approaching the series through the lens of a teacher educator, I believe that future editions would benefit from an outline of several options and implementation strategies for using the texts in various professional development settings: for example, on an individual basis, in a workshop setting, and in an online format. As the books are currently presented, they seem intended to be used by motivated educators pursuing professional development on a primarily individual basis. Although the last few pages of each text offer a helpful grouping of contributions across the three volumes into thematic strands (e.g., administration and organization; collaborative

development for teachers, students, and cultures; computer technology and networking), more guidance could be provided on how the volumes could be used by teacher educators and professional development workshop facilitators. Especially because many of the accounts across the volumes promote collaboration and technology as tools to enhance lifelong learning, guidelines on how to use this resource in group contexts and electronic environments would invite exploration and further reinforce many of the worthwhile professional development strategies advocated by contributors.

Reference

Shamim, F. (1996). Learner resistance to innovation in classroom methodology. In H. Coleman (Ed.), *Society and the language classroom* (pp. 105-121). Cambridge, UK: Cambridge University Press.

Clea Schmidt

The Reviewer

Clea Schmidt is an assistant professor of TESL at the University of Manitoba. She recently completed her doctorate from OISE/UT, focusing on teacher educators' perspectives on ESL-inclusive pedagogy. Other research interests include English for Academic Purposes and issues about non-native English-speaking teacher candidates in teacher education programs.

Adding English:
A Guide to Teaching in Multilingual Classrooms
Elizabeth Coelho
Pippin Publishing, Toronto, ON, 2003, 320 pages
ISBN: 0-88751-095-7

Elizabeth Coelho's *Adding English: A Guide to Teaching in Multilingual Classrooms* is a comprehensive guide for teachers and administrators of English language learning (ELL) students and presents practical solutions to help teachers meet some of the challenges they may face when teaching these students. The book can serve as a bound preservice or inservice manual, covering all the basic ESL instructional components that teachers need to receive in their preservice and inservice professional development.

Coelho's approach is thorough, as she directs the ELL educator on how to welcome, integrate, and maintain a successful learning environment for newcomers. *Adding English* is organized into the following four sections: A Welcoming Environment, How English Works, The Language Learning Environment, and Language Learning across the Curriculum.

"A Welcoming Environment" considers the affective relationship between students and their new school community. Educators are directed on how they can welcome new ELL students and their parents into the school and given ways to assess the students in both their cognitive and linguistic proficiencies. Coelho emphasizes the need to maintain the language learner's

linguistic identity and supports the view that language learning should be an additive process rather than a replacement of the learner's own language, hence the title *Adding English*. This philosophy of supporting learners through positive promotion of their cultural and linguistic identity is found throughout the book. Coelho is keenly observant of the need for schools to develop and foster relationships with the students' homes and presents the reader with ways to bridge any gaps that may exist between students' school worlds and their home worlds. Educators are encouraged to create an inclusive learning environment by incorporating multicultural and anti-racist objectives in the curriculum, an endeavor that is beneficial to all students. Coelho clearly considers the importance of socioaffective issues, unlike writers of other ESL texts that often overlook the affective needs of students and focus on language mechanics and language acquisition.

The second section, "How English Works," provides the reader with an opportunity to analyze and understand the semantic and syntactical aspects of English. It is dedicated to explaining how English works and provides the reader with a crash course on the nuances of the English language, with examples of how to model English and methods of how best to correct students' errors. Coelho presents specific situations and details of how the mainstream teacher and language teacher can respond to such situations with confidence.

In the third section, "The Language Learning Environment," Coelho simplifies second-language learning theory and presents practical strategies for the classroom teacher to promote language learning. The reader gains an understanding of various theorists' perspectives on second-language acquisition, including those of behaviorists, innatists, and interactionists. Student and environmental variables are also presented, thus allowing the reader to consider how best to integrate language teaching opportunities based on the makeup and circumstances of the particular classroom.

The final section, "Language Learning across the Curriculum," presents the reader with teaching methods and strategies. Coelho provides specific examples of how to integrate content and language into lessons and guides teachers on how to present content that is comprehensible for ELL students.

Adding English fills a void in education as it addresses content-based education and language education and supplies educators with comprehensive information on the nuances of the English language, language acquisition, and instructional strategies. Coelho adeptly illustrates the diversity and complexity that surrounds ELL students. *Adding English* provides a vivid and descriptive account of the social, educational, and psychological factors that surround learners and educators in multilingual classrooms. She brings a sensitive and detailed perspective to a multidimensional issue that is often relegated to one-dimensional status with language being the sole focus. This

text provides educators with what they have been desperately in need of: strategies that can be implemented in almost any classroom situation. However, it remains an introductory text and as such more of an undergraduate crash course that clearly recognizes the gap between the needs that exist in the system and the skills that much of the current teaching force lacks. The real purpose of the book is to provide theoretical and practical knowledge to begin to address this shortfall in knowledge and skills.

Ranya Khan

The Reviewer
Ranya Khan is a coordinator in the English Language Studies Department in the University of Manitoba's Continuing Education Division and serves on the TESL Manitoba Executive.

CLEA SCHMIDT and RANYA KHAN