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Book Review

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Book Review

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Text:

Nutta, J. W., Mokhtari, K., & Strelbel, C. (2012). *Preparing every teacher to reach English learners*. Cambridge, MA: Harvard Education Press.

English as the lingua franca of the current century continues to attract an astonishing number of learners each year. In countries such as the United States where immigrants account for a significant percentage of the population, teaching English as a second language has become an important endeavor to which careful consideration and planning have to be devoted. In 1990, one in every twenty K-12 students was an English learner (EL); however, this number rose to one in nine in 2008, and it is suggested that it will rise to one in four in twenty years time (Goldenberg, 2008). Therefore, it is of extreme importance to prepare teachers to recognize ELs' needs in mainstream classrooms.

Preparing Every Teacher to Reach English Learners is a research-based book that organizes its content to better equip teachers whose main subjects may not be in the field of English as a Second Language (ESL) to have a better understanding of the needs of ELs and provide accommodations in their instruction or assessment. The book consists of 11 chapters, moving from history and theory to useful practice and applications of models.

The book has two parts: "EL Infusion from Theory to Practice: The One Plus Model" and "Application of the One Plus Model Across Selected Disciplines." There are five chapters in the first part. Chapter 1 discusses EL Infusion's characteristics and goals in teacher preparation courses and curricula. This chapter builds a solid foundation with respect to why institutions need EL Infusion and how this need was brought to light through efforts of various programs in post-secondary contexts and teacher preparation in North America.

Chapter 2 gives a thorough explanation of how the One Plus Model of EL Infusion originated and has developed during the recent years. The components and outcomes of the One Plus Model are described in great detail in Chapter 3. This outstanding work contains many figures/charts/tables that help readers see the applicability of the information. For example, figure 3.2 on page 54, which is a pyramid demonstrating the different categories of EL embedded courses and the 1+2+3+ framework helps institutions and instructors design, implement, and evaluate the content of their programs. Chapter 4 provides an overview on the process of EL content infusion and its instructional design cycle. The charts and appendices in this chapter make the phases easy to understand and follow. As the last part of part I, Chapter 5 concludes this part with a discussion of key issues of faculty development in EL Infusion programs, as well as time, content, and delivery considerations that faculty need to pay attention to while designing their courses. In particular, page 106 provides us with a helpful list of suggested topics for each of 1+, 2+, and 3+ courses.

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Part 2 of the book contains 6 chapters which are more concerned with the application and real examples of the One Plus Model in different programs in the US. For example, Chapters 6 through 8, following the 1+, 2+, and 3+ framework, each include sample syllabi which are prepared and used in actual classes taught at different universities such as University of Central Florida, Iowa State University and Miami University. Chapter 6 includes four sample syllabi prepared for Category 1+ courses. Each syllabus contains course description, objectives, ELL-focused materials, standards, assignments, and assessments. The aim of Chapter 9 is to prepare school leaders, counselors, and psychologists to support ELs in school settings. Furthermore, Chapter 10 describes additional practical applications such as EL-specific coursework, field experiences, and different projects, all of which can be used to give teachers more in-depth knowledge on how to teach ELs. One of these projects is the “English Learner Interlanguage Analysis” for which spoken samples of an EL is collected and analyzed from phonological, morphological, and syntactic perspectives. Lastly, Chapter 11 focuses on the evaluation of the EL Infusion programs and ways to assess whether teacher candidates are in fact well-prepared to teach ELs in their mainstream classrooms. For instance, one of the suggestions included in this chapter is to use a culturally-responsive framework in which culture is also taken into consideration as a form of evaluation.

One of the many advantages of this book is the use of sample syllabi in different disciplines such as Sociocultural Studies, Early Childhood Development, and Exceptional Education. By providing various examples of how EL Infusion is implemented in different courses, the readers can observe the variety of methods and creativity each instructor utilized to address the ELs’ needs. Moreover, the explanations regarding the origins, design, and development of the One Plus Model are also beneficial to program and institution administrators who may consider EL Infusion as a new addition to their curricula. Without a doubt, *Preparing Every Teacher to Reach English Learners* is a book that teacher educators who work with ELs will likely find insight.

References

Goldenberg, C. (2008). Teaching English Language Learners: What the research does—and does not—say. *American Educator*, 32 (2), 8-23, 42-44.

About the Author

Nooshan Ashtari is currently pursuing a Ph.D. degree in Education/TESOL at the University of Central Florida. She received her M.A in Applied Linguistics from California State University, Northridge and B.A in English Language and Literature from Shahid Beheshti University in Iran. Her areas of interest include sociopsycholinguistics, and native vs non-native speech.

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