



## Book Reviews

*This column appears in every issue of Idiom, and features reviews of books and other materials for ESOL teachers and students. Please send submissions to the column editor, Marisa Aiello, at [columns@idiom.nystesol.org](mailto:columns@idiom.nystesol.org).*

### **Review of Andrea Honigsfeld and Maria G. Dove, *Collaboration and Co-Teaching: Strategies for English Learners*. Thousand Oaks, CA: Corwin, 2010.**

*by Marisa Aiello*

Even if you did not teach English language learners, you would be aware of the changes that have occurred in education in New York State. It seems as though the entire field has gotten a big makeover. Even the title has changed; we now teach English as a new language (ENL). Change can be exciting to a field that has always been more than eager to meet the needs of the ever growing and diverse populations of ELLs. We have had to teach across every grade level, using every content area, while dealing with issues that cross over many non-academic boundaries. In addition, while the mandated times are relatively the same, delivery of instruction is different. Starting this past September, most ENL teachers needed to dive right into collaboration and co-teaching—a mere speed bump for those who have been informally doing this for years. Yet, there are still others that needed to start at the summit of what may seem like an intimidating mountain to climb.

It's good that Drs. Honigsfeld and Dove had the foresight to write this highly useful book, for which they have done extensive research on best practices in TESOL. In reading it, you will find that it is an excellent resource not only for the ENL teacher but also for every educator who has worked with an ELL. (It's a great gift for that administrator on your list as well.) This book will remain on desks and shelves as a complete guide to the process of working in partnership with colleagues to improve the instruction for ELLs; I might even say, with a few shared chapters, that a teacher resistant to change could be inspired to cross over into the world of teacher collaboration.

Chapter by chapter, the authors take you through the different styles and options that best fit your program. The chapters spell out types of programs as well as the "Four Cs of Collaboration" (Honigsfeld & Dove, p. 15); the book even addresses why we need collaboration and the creation of a positive school culture. The authors include "Voices from the Field," which are side notes with real-life examples of ENL situations; ENL teachers all over New York, for example, have heard the "This student couldn't have been in [ENL]. She's smart; she's an award winner" (Honigsfeld & Dove, p. 21).

Throughout the book are examples of what works and what has not worked, and all with solid explanations. Local teachers are quoted in the book using their own examples of the successes and failures they learned from. As an ENL teacher, you can only do so much if a plan is not supported; it's even more difficult to try and collaborate and/or co-teach without common planning time. The book provides charts, assessments, and planning worksheets for greater understanding, solid benchmarking, and self-reflection. Most of all, it is realistic in all circumstances, and what it contains is immediately useful in a range of situations.

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