Teaching English language learners (ELLs) is an integral part of K–12 education today in the United States. According to the National Center for Education Statistics, approximately 10% of the total U.S. student population is labeled ELL, with considerable variation across rural, suburban, urban, geographic, and socioeconomic contexts. Although states, teacher education programs, and districts require different coursework and competencies in ELL education, all educators—including general education and content-area teachers as well as literacy, special education, and English language development (ELD) specialists—share responsibility for ELLs. The third edition of *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* by Wayne E. Wright prepares all teachers to integrate ELLs into their classes, engage all students with rigorous standards-aligned curriculum and texts, promote the development of oral and written English for academic purposes, and get students to graduation. At the same time, this text shows teachers how to create enriching linguistically and culturally responsive classrooms and schools that benefit all students.

Educators need to remember that all ELLs are, in fact, multilingual learners who draw on all of the languages in their linguistic repertoires as resources for learning (García et al, 2016). However, not all multilingual learners are officially designated ELL. In many districts, the academic mainstream includes a large population of “English speakers” who also speak languages other than English at home. Today, we find more multilingual learners—from more diverse backgrounds, enrolled in more classrooms, more schools, and more districts throughout the United States—than ever before. Approximately 22% of children in the United States speak a language other than English at home (Annie C. Casey Foundation, 2016), and more than 350 different languages are represented, including many indigenous languages (U.S. Census Bureau, 2015). Critics argue that defining “ELLs” or “English speakers” simply in terms of English renders the home languages of these students invisible in the general education classroom. The third edition of *Foundations for Teaching English Language Learners* encourages a strong language-as-resource orientation, not only for ELLs, but for all students.

**New to the Third Edition**

Much has changed in demographics, research, theory, policy, and practice since the second edition of this book was published. The third edition updates, reviews, synthesizes, and critiques each of these areas as they relate to ELLs.

A greater focus in the field on sociocultural and bilingual approaches to teaching ELLs is continuing to challenge traditional beliefs and assumptions and has resulted in new research and emerging theories to guide practice. Readers familiar with the second edition will find in this third edition an even greater focus on viewing students, learning,
and teaching through a bilingual lens. Awareness of and attention to translanguaging, the everyday language practices of bilinguals, (García, 2009) has been growing rapidly. New research has informed attempts to build frameworks that use translanguaging as a pedagogical tool to enable students to draw on all of their linguistic resources during new academic content-area instruction (García et al, 2016). Thus, translanguaging is interwoven throughout all chapters, with special attention in a renamed and revised Chapter 11 to dive deeper into what constitutes a translanguaging pedagogy, the research supporting it, and specific translanguaging strategies teachers can leverage in the classroom.

The transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA) of 2015 has led to important changes in policy and accountability requirements, which are reflected in significant revisions to Chapters 4 and 6. For example, ESSA grants states greater flexibility in assessing ELLs. The accountability systems are more sophisticated and afford states the opportunity to set more reasonable achievement goals for ELLs that take into consideration their continuing growth. Most important, ELLs’ progress in learning and attaining English language proficiency is now a central component of school accountability determinations. Now, more than ever before, schools must be attuned to the linguistic and academic needs of their ELLs. Other chapters have also been revised to reflect the new requirements, expectations, and practices of ESSA.

Other revisions reflect the current challenges school districts are facing with the implementation of the Common Core State Standards (CCSS) in English language arts and mathematics, the Next Generation Science Standards, or their states’ own college- and career-readiness standards. Most states have abandoned multi-state consortia (such as PARCC and Smarter Balanced) to develop their own computer-based “next generation” assessments of the CCSS. In contrast, all but a few of the largest states are now members of one of the multi-state consortia that share common English language proficiency (ELP) standards and assessments (WIDA and ELPA21). This third edition includes examples of ELP standards and language progressions from WIDA and ELPA21, and from non-consortia states such as California, New York, and Texas.

We have also seen a great increase in bilingual education, particularly in dual language bilingual education programs that promote (1) bilingualism and biliteracy; (2) academic achievement in two languages; and (3) sociocultural competence for students from minority language homes, English-speaking homes, or both. California’s Proposition 227 was overturned by Proposition 58, and Massachusetts’s Question 2 was overturned by the LOOK Act, thus removing restrictions on bilingual education in those states. Dual language programs are growing in popularity across the country, with 1,703 dual language programs registered at the time of this writing (duallanguageschools.org, 2019). Furthermore, over 70% of the states now offer some form of the Seal of Biliteracy to recognize graduating seniors with demonstrated bilingual and biliteracy skills, and most remaining states are in various stages of seeking approval for the seal. New sections have been added throughout the book to address these developments.

Other new theories, concepts, and items of research are interwoven throughout the book. Chapters focused on language and content-area instruction (Chapters 7–10) are grounded in the findings of the latest research synthesis conducted by the National Academies of Sciences, Engineering, and Medicine in their 2017 report Promoting the Educational Success of Children and Youth Learning English: Promising Futures. The review of effective instruction in Chapter 11 includes and expands on the Teachers of English to Speakers of Other Languages (2018) set of six principles for the exemplary teaching of ELLs. Other new concepts, theories, and practices in this edition include ePortfolios, growth models, superdiversity, universal design, raciolinguistics, microaggressions, productive talk moves, bilingual assessments, translilingual practice, language progressions,
morphological awareness, evidenced-based writing, conversational discourse, challenges with online testing, culturally sustaining pedagogies, targeted support and improvement plans, intercultural communicative competence, theory of language as a human cultural invention and tool, one-way versus two-way models of dual language education, interdisciplinary and integrated views of the science of language, and many others.

Throughout the text, older references have been removed and hundreds of new references have been added to reflect the latest research and thinking in the field. Several boxes, tables, and figures have been revised or added. Recent books and articles have been added to the Recommended Reading at the end of each chapter. Several changes have been made to the Discussion Questions and Research Activities, many of which are integrated with new videos and other online resources. Also, the links to online resources in the text of each chapter have been updated and are fully accessible through a new companion website for this edition. Several chapter links and activities are integrated with the Purdue English Language Learner Language Portraits (Purdue ELLPs), a new, free online resource developed by the author that was inspired by and developed to complement this book. The Purdue ELLPs features over two dozen virtual ELL student portraits containing sociolinguistic profiles, video samples of oral language and reading, and samples of unedited writing, along with easy online access to the formative assessment tools highlighted in this book that can be used to assess the students’ language proficiency. A QR code at the beginning of each chapter now makes it even easier for readers to quickly access a chapter’s online resources (these appear in a second color) through the companion website on their smart phone or other mobile device.

Comprehensive, Learner-Centered Approach

*Foundations for Teaching English Language Learners* provides current and future educators with a solid foundation from which to make informed decisions regarding ELLs. The book takes a comprehensive, learner-centered approach to research, theory, policy, and practice. The special features of the book and the companion website facilitate prospective and practicing teachers’ and administrators’ learning about how to educate ELLs in their classes, schools, and communities. These features also support professors, instructors, and professional development providers who are responsible for ensuring that their students (i.e., teacher education candidates or participants in on-site professional learning configurations) develop the competencies they need in educating linguistically and culturally diverse learners.

The book begins by looking closely at who the students are, emphasizing the diversity represented by the English language learner designation. Prospective teachers are introduced to the challenges these learners face in school, as well as what they need to know and be able to do to address each learner’s needs. Concrete examples of classroom practice illustrate key points. Samples of student work are included for discussion and analysis to give readers practical experience making the kinds of instructional decisions they will make as teachers.

Research

The practices, strategies, and techniques discussed throughout this book are firmly grounded in research. Each chapter provides a survey of what we know from scientific research related to the chapter content. These surveys include, for example, the findings of major national reviews of the literature on language and literacy instruction for ELLs.
Students are asked to look critically at the research, review the current controversies in the field, and identify gaps to be addressed. Activities at the end of chapters and on the companion website provide students with opportunities to make research-based decisions about what constitutes effective policies, programs, and practices.

Theory

*Foundations for Teaching English Language Learners* reviews theories of second language acquisition, language learning and teaching, literacy development, bilingualism, and sociocultural perspectives. Language and literacy development for academic purposes are important concerns, and the spectrum of second language and literacy approaches and methods are included. Readers see how the sociocultural context shapes learning and teaching as they analyze how different theories of language and literacy development are reflected in policies, programs, and practices. Readers are encouraged to develop their own approaches to providing effective instruction for ELLs based on the theories and research reviewed and synthesized in the text and in relation to the contexts of their own classrooms, schools, and communities.

Policy

*Foundations for Teaching English Language Learners* skillfully links macro language and education policy debates to the decision-making power that educators have within their local domains of authority. Chapters analyze the evolution of federal and state language education policy, review the range of program models that we find in schools, outline the essential components of effective programs, and introduce readers to the fundamentals of assessment and accountability. Special features in the book and on the companion website encourage readers to review and respond to these policies and to make decisions about appropriate policies, programs, and accountability systems for ELLs at the local district, school, and community levels.

Practice

*Foundations for Teaching English Language Learners* makes explicit connections among theory, research, policy, and practice. Chapters on oral language, reading, writing, content-area instruction, translanguage, effective instruction, and advocacy begin by reviewing the research, theories of language and literacy learning, and policy debates surrounding the topic. Then, each chapter describes a range of research-based practices (i.e., approaches, methods, strategies, and techniques) that teachers can implement. This comprehensive, balanced approach equips prospective teachers with the knowledge and skills they need to provide equal educational opportunities for ELLs.

**Special Features**

*Foundations for Teaching English Language Learners* uses special features to structure student learning, teaching, and research. These features also facilitate course preparation for professors.
Guiding Questions

Each chapter opens with a series of questions that preview the concepts and practical focus of the chapter. Guiding Questions encourage users to read with a specific purpose in mind and to summarize and synthesize major concepts. These questions also prepare readers to apply what they learn in the chapter to ELL teaching and learning situations.

Key Terms

Key Terms listed at the beginning of each chapter offer a powerful way to approach the concepts discussed in the chapter. These terms are boldfaced and defined in the text. These terms also appear in the Glossary and on the companion website.

Figures, Tables, and Boxes

Every chapter is supplemented with summaries, photographs, illustrations, samples of student work, or resources for additional research and practice. This material is presented in figures, tables, and boxes that enhance the chapter content.

Discussion Questions

Five end-of-chapter Discussion Questions provide opportunities for students to reinforce their understanding of the material covered in the chapter, and to reflect on and apply chapter content to their own learning and teaching contexts. These include traditional questions, questions based on online videos, and questions based on analyzing an online document, such as a lesson plan or policy statement. Discussion Questions may be used for individual reflection or group discussions in traditional class sessions, in hybrid or online classes, or as homework assignments.

Research Activities

Research Activities offer students the opportunity to conduct short classroom-based, school-based, and online research projects on topics and issues discussed in the chapter. Professors can also ask students to expand any of these activities into larger culminating projects and incorporate them into their learning and teaching portfolios.

The Research Activities for each chapter are short and focused. These activities include an ELL Student Interview or Assessment, an ELL Teacher Interview, an ELL Classroom Observation, and an Online Research Activity. This design ensures that students in all types of learning situations (e.g., traditional classes with field observation components; brief summer courses with limited access to ELL students, teachers, and classes; online or hybrid courses) can easily complete at least one research activity.

Recommended Reading

The list of Recommended Reading at the end of each chapter, which includes books and journal articles, has been updated to reflect recent developments in the field. The readings are annotated with suggestions for the further study of topics presented in the chapter.
QR Codes for Easy Access

A QR code at the beginning of each chapter may be scanned by a smartphone or other mobile device to provide quick access to all online resources indicated in the book in a second color.

Companion Website

*Foundations for Teaching English Language Learners* includes an extensive companion website, which adds value by providing a space for professors and students to interact and collaborate beyond the traditional university class.

Students can use the companion website to participate in discussions about course topics with classmates and with other student communities around the country. Professors can give assignments and track students’ activities on the site for evaluation purposes, saving the time of setting up assignments and discussion boards on other course management systems.

The companion website is organized into sections aligned with chapters of the book, and each includes resources that enrich student learning and facilitate professors’ class preparation. Companion website users will find the following:

**Links**, highlighted in the book, to additional readings, professional organizations, useful teaching and learning resources, videos of instructional practices, and expert commentary

**Downloads**, including forms, templates, and review activities that students can complete and use to enhance learning

**Discussion Questions** that invite students to: share their thoughts, ideas, and experiences relevant to the chapter content; view and analyze related videos and documents; and read and comment on postings from other students

**Research Activities** are enriched on the companion website: students can upload and share their findings in multimedia formats through the incorporation of text, images, video, hyperlinks, and uploaded documents

**Review Questions** that students can complete online in a selected-response format, with results made available to students and course instructors

Professors’ Resource Room

This feature is for professors only. The Resource Room provides professors with (1) tools for setting up class sections so students can self-register; (2) a control panel to quickly locate, assess, and comment on students’ discussions, research postings, and activities; (3) slide presentations for each chapter for the professor’s use in class; and (4) the Professor Café, where professors can interact and share resources.

Access to the Companion Website

Access to the companion website is included with every new copy of *Foundations for Teaching English Language Learners*. Professors and students can go to http://wright3ed.caslonpublishing.com and use the access code found with the book to register as a companion website user. Those with a used copy may purchase access to the companion website with this link.