

Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice

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Wayne Wright's foundational text artfully bridges a major gap in the literature by making cutting edge research and policy analysis accessible to teacher educators and leaders. This impressive work offers pragmatic insights for the daily challenges that educators face in meeting the language acquisition and academic needs of English language learners. The book successfully links macro debates to the actual decision making power that educators have within their local domains of authority. This is truly an outstanding and empowering foundational work that will be appreciated by students, practitioners, and scholars. Terrence G. Wiley, Arizona State University

From the broad socio-political perspectives to promising classroom practices, this book addresses all the key aspects of education needed to understand, plan, and carry out engaging learning for bilingual students. Reader-friendly, this book is a must for all educators. Maria Estela Brisk, Boston College

Wayne Wright's deep respect for educational practitioners and his passion for English language learners' right to a fair and full education are evident in every word he writes. Wright's book and companion website offer a vision and pathway toward fostering dynamic learning communities---across schools, teacher education programs, and communities---to improve education for ELLs. Nancy Hornberger, University of Pennsylvania

Wayne E. Wright is an Associate Professor in the Department of Bicultural-Bilingual Studies in the College of Education and Human Development at the University of Texas at San Antonio. He provides training for future and current educators in the areas of ESL teaching methods, literacy, assessment, technology and research. Wright has extensive experience as a researcher and practitioner in schools in the United States and internationally.

Other Books

Keep It R.E.A.L!. This book introduces a set of pedagogical practices designed to assist adolescent English learners in developing their English skills in a way that honors and leverages their native languages and cultures. Responding to the linguistic and educational diversity of adolescents, the R.E.A.L. (Relevant, Engaging, and Affirming Literacy) method offers teachers a range of scalable activities, reading lists, and other resources, along with numerous suggestions on how to adapt them for students' particular needs. By sharing experiences from actual secondary English classes, Stewart presents diverse learners making meaningful connections to texts and responding through writing, speaking, and other artistic means. These students are developing high levels of literacy, English language skills, and even biliteracy through R.E.A.L. instruction that all English teachers can use. Book Features: Shows educators how to effectively engage middle and high school students through reading and responding to literature. Provides creative solutions for centering students' needs and interests within standards and other curricular restraints. Brings together theory from reader response, second language acquisition, and bilingual research. Written for all English language arts teachers and for all levels of adolescent ELs--beginners to advanced students. Considers ELs' full literacy development in all of their languages, not just English.

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