BOOK REVIEW

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Wayne E. Wright (2015) *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*, second Edition. Philadelphia: Caslon Publishing

The second edition of Wright (2015)'s English language develop book demonstrates a new take on comprehensive foundations how to teach English Language Learners (ELL). This book takes an innovative and bold step, emphasizing sociocultural and bilingual approaches for ELL education by expanding from theory to practice as well as from research to policy. In this book, traditional theories are examined, challenged, and interpreted differently by current language education scholarship while practices include the current realities in ELL teaching and learning. In addition, Wright recommends many recent studies including related books and updates on educational policy changes. He exemplifies an essential infrastructure for ELL students, teachers, researchers, and policy makers through the organization and content of the book.

Before looking at the eleven rich chapters, it is important to mention the online companion website where readers are invited beyond the book to additional resources, including links, downloadable materials and an updated discussion tool to interact with ELL educators throughout the globe. This companion is an essential component that creates authentic application of content. The users can communicate with the author as well as other readers from all over the world by sharing their opinions, debating controversial topics and even receive direct feedback from the author.

Each chapter is framed with the same structure starting with key terms, guiding questions, content, summary, discussion questions, research activities, and recommended reading. In the first chapter "Who are English language learners?" allows the readers to acknowledge the diversity of ELLs and broaden their ELL vocabulary by mapping the historical in coordination with current profiles of ELLs in local and global contexts.

Wright identifies the importance of teachers "knowing" about language in Chapter two, weaving in interdisciplinary areas such as linguistics, communicative competence and language for academic purposes, which he differentiates from the term "academic language". Subsequent chapters three and four address related sociocultural and cognitive theories and traditional and current methods on language teaching and learning and its implications for practice. Wright provides a systematically organized overview of theoretical background and methods on first language acquisition as well as second language acquisition. He introduces the readers to Chomsky (1959), Krashen (1985), Vygotsky (1978) Swain (2005), Cummins (2008a) to Atkinson (2011), Gardner (2011), Lightbown and Spada (2013), and Long (2015) and introduces the popular models of Content-Based Instruction (CBT) such as the Specially Designed Academic Instruction in English (SDAIE), the Cognitive Academic Language Learning Approach (CALLA), and the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt & Short, 2013). The readers also learn how to redefine bilingual and multilingual education including translanguaging practices. Wright wants the readers use various methods and think beyond approaches depending on their teaching and learning contexts by acknowledging Richards and Rodgers (2014)'s study.

Chapters five and six address policy changes since the implementation of No Child Left Behind (2001), including the integration on the previous stand-alone technology chapter and an

update on current educational policies. Readers will benefit from a comprehensive overview of how policy is translated and applied into practice in various states. Wright discusses the Common Core State Standards (CCSS) and their increased challenges, and the different practices for English language proficiency assessment and the English language proficiency standards. Wright also identifies the hopeful spaces for bilingual education to re-emerge and reshape itself after the restrictive language policy period of No Child Left Behind.

When it comes to language learning, teaching and assessment, Wright emphasizes the centrality of assessment. The fundamental basis of assessments and standardized tests is discussed, including criticism on testing, alternative assessments, multiple measures and value-added measurement. In the later chapters, seven, eight and nine, Wright discusses the four language domains of reading, writing, speaking and listening in depth including literacy; however, assessment is also an integral component in each of these chapters. Educators will learn how they can enhance ELL students' language and literacy development in classrooms by reevaluating ELL's proficiency level in sub-sections utilizing the CCSS and the WIDA Standards and explicitly attending to integrated lessons in which the four different domains are addressed.

Chapter ten explains content-area instruction for ELLs. Principle approaches include the WIDA English language development standards and sheltered instructional observational protocol (SIOP) in the content areas. These frameworks assist language educators in framing their instruction for content learning as well as language learning. The book concludes with advocacy for ELLs, demonstrating the important role that all educators have in supporting the needs and rights of ELLs.

With the rapid change of US educational policy, the author presents Obama administration and federal education policy and discusses the issues of state ESEA flexibility applications; however, it does not discuss the recently amended policy "Every Student Succeeds Act (ESSA)" and how it supports or impedes the rights and needs of ELLs. In his co-authored book *Foundations of Bilingual Education and Bilingualism* (Baker & Wright, 2017, p. 186-189), readers can find more updated policy explanation about ESSA. While the new US educational administration is focused on extending public opportunities to charters and private schools, much has been silent on the future impact to ELL and bilingual education. There is also a need for debate to solve the issue of the Deferred Action for Childhood Arrivals (DACA) program for immigrant students including ELLs. The author could consider inserting these parts in the next edition of the book.   An additional minor suggestion is that I would include "learning English" in the title, as well as "teaching" English Language Learners to distinguish the two related, but distinct foci of the book.

Wright's second edition is a must-read item for the ELL learners and teachers, but especially, if readers are taking or teaching any courses or preparing for the ELL licensure or certificate in any ELL program either online, hybrid, or in classrooms. This book will be a perfect guide for you to be ELL, ESL, SLA and bilingual/multilingual education professionals. In addition, other content teachers across disciplines as well as ELL teachers, researchers, administrators, and policy makers would benefit greatly from this book as they prepare to develop more effective curriculum or make appropriate decisions for a quickly growing and diversifying ELL student community.

ABOUT THE AUTHOR

Kyongson Park is a Ph.D. candidate in Second Language Studies/ESL in the English department and holds a ELL Certificate in the Curriculum and Instruction department at Purdue University. She teaches a classroom communication course for international teaching assistants (ITAs), an online graduate course for an ELL licensure in K-12 education, and writing courses for first-year students. Her research interests include ITA and ELL teacher education, language assessment, and English for academic purpose (EAP).

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