



Restrictive Language Policy in Practice: English Learners in Arizona (Bilingual Education & Bilingualism)

Amy J. Heineke

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As the most restrictive language policy context in the United States, Arizona's monolingual and prescriptive approach to teaching English learners continues to capture international attention. More than five school years after initial implementation, this study uses qualitative data from the individuals doing the policy work to provide a holistic picture of the complexities and intricacies of Arizona's language policy in practice. Drawing on the varied perspectives of teachers, leaders, administrators, teacher-educators, lawmakers and community activists, the book examines the lived experiences of those involved in Arizona's language policy on a daily basis, highlighting the importance of local perspectives and experiences as well as the need to prepare and professionalize teachers of English learners.

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