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Nota di contenuto	Frontmatter -- Contents -- 1. Introduction -- 2. Looking Back: Historical Lens on Arizona Policies and Practices -- 3. Contemporary Context of English Learner Education -- 4. Starting at the Center: English Language Development in Classrooms -- 5. Local Policy (P) layers: Classroom, School and District Educators -- 6. Administrators and Educators: State Educational Policy in Practice -- 7. Legislators and Lobbyists: Power, Politics and Policy in Arizona -- 8. Rationalizing the Education of English Learners in Arizona: The Complexities of Language Policy in Practice -- 9. Looking Forward: Recommendations for English Learner Education -- References -- Index
Sommario/riassunto	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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