

ASU PROFESSOR CONTRIBUTES TO TIMELY BOOK ON RESTRICTIVE LANGUAGE POLICIES IN SCHOOLS

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Equity Alliance at ASU Co-Principal Investigator Alfredo Artiles collaborated with a variety of educational researchers on [*Forbidden Language: English Language Learners and Restrictive Language Policies*](#), part of the Multicultural Education Series from Teachers College Press. Edited by Patricia Gándara and Megan Hopkins, this book explores restrictive language policies in California, Arizona, and Massachusetts and the consequences for students.

This book examines current research on the effects on outcomes for students and teachers in the three states that have mandated English-only instruction in schools. Additionally, prominent legal experts in bilingual education analyze those policies and consider whether student outcome data undermine the policies' legal viability. Finally, Dr. Gándara, Daniel Losen, and Gary Orfield suggest how more effective, research-based policies might be developed.

Dr. Artiles' research examines the implications of the role of culture in learning for the construction of competence in two contexts: special education placement practices and teacher learning in urban multicultural schools. Dr. Artiles has published extensively for research, policy, and practice audiences in the general, special, and bilingual education fields. Patricia Gándara is a professor of education at the University of California, Los Angeles and the co-director of the Civil Rights Project/Proyecto Derechos Civiles. Megan Hopkins is a former bilingual teacher and a doctoral student at the Graduate School of Education and Information Studies at the University of California, Los Angeles. Additional contributors include Diane August, Kenji Hakuta, Janette K. Klingner, and Robert Rueda.