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| Nota di contenuto | Front matter -- Contents -- Acknowledgements -- Chapter 1. Introduction -- Chapter 2. Immersion Classroom Research and Methodology of this Study -- Chapter 3. Inter-American Magnet School -- Chapter 4. Fifth-Grade Language Use and Proficiency -- Chapter 5. Identity Investments in Fifth Grade -- Chapter 6. Language Use in Eighth Grade -- Chapter 7. Spanish Proficiency in Eighth Grade -- Chapter 8. Identity Investments in Eighth Grade -- Chapter 9. Conclusions -- Epilogue -- References |
| Sommario/riassunto | This book describes the educational experiences and linguistic outcomes of students in Chicago, Illinois, who are attending one of the oldest Spanish-English dual immersion schools in the United States. The author follows a group of students during fifth grade and again during eighth grade, documenting their Spanish use and proficiency as well as how Spanish and English intersect with the ongoing production of their identities. |