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Language Use in an Early, Total Spanish Immersion Program -- Chapter 10. Using Language Assessment to Inform Instruction in Indigenous Language Immersion -- Chapter 11. Context and Constraints: Immersion in Hong Kong and Mainland China -- Chapter 12. US Immigrants and Two-Way Immersion Policies: The Mismatch between District Designs and Family Experiences -- Chapter 13. Struggling Learners and the Language Immersion Classroom -- Chapter 14. Reflecting on Possibilities for Immersion -- Index

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## Sommario/riassunto

This volume builds on Fortune and Tedick's 2008 *Pathways to Multilingualism: Evolving Perspectives on Immersion Education* and showcases the practice and promise of immersion education through in-depth investigations of program design, implementation practices, and policies in one-way, two-way and indigenous programs. Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education. Questions explored include: What possibilities for program design exist in charter programs for both two-way and indigenous models? How do studies on learner outcomes lead to possibilities for improvements in program implementation? How do existing policies and practices affect struggling immersion learners and what possibilities can be imagined to better serve such learners? In addressing such questions, the volume invites readers to consider the possibilities of immersion education to enrich the language development and educational achievement of future generations of learners.

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