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Nota di contenuto	Book Cover; Title; Copyright; Contents; Foreword; Preface; Acknowledgments; Introduction; 1 Language and Literacy Education of Mexican-Origin and Mexican American Children; 2 The Community, School Context, and Students; 3 Leadership and Parents; 4 Oral Language Practices; 5 Developing Literacy; 6 Academic Biliteracy; 7 Testing Pressures and Student Outcomes; 8 Teachers' Role and Impact; 9 Politics, Policy, and Theory; Appendix; References; Author Index; Subject Index
Sommario/riassunto	This book describes the development process and dynamics of change in the course of implementing a two-way bilingual immersion education program in two school communities. The focus is on the language and literacy learning of elementary-school students and on how it is influenced by parents, teachers, and policymakers. Perez provides rich, highly detailed descriptions, both quantitative and qualitative, of the change process at the two schools involved, including student language and achievement data for five years of program implementation that were used to test the basic two-way

