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intergenerational legacy of Spanish. The image we have seen is one of a community in linguistic transition, possessing perhaps ephemeral dialects in both languages, but clearly bound toward a future of essential monolingualism in English.

Regardless of the ultimate language destiny of the greater Miami area, it is clear that Two-way education has strong advantages in an increasingly global community. If we value bilingualism, i.e. true competence in two languages, Two-way education clearly comes closer to achieving the goal than English Immersion. While it is true that all of the groups of potentially bilingual children studied here performed less well than monolingual English speakers in English, it is also true that their performance did not differ importantly by 5th grade depending on whether they were educated in English Immersion or Two-way schools. It might be concluded that there was some cost in English acquisition to having been born into a Hispanic community, but neither of the two educational methodologies was able to make up those costs; either way the monolinguals maintained some advantage. At the same time there were substantial benefits to Spanish acquisition and maintenance with Two-way education. Given that we cannot change the status of children's linguistic background entering school, it would seem important to recognize that educational practices that promote bilingualism without substantial costs to English learning should continue to be explored for their intrinsic value to society.

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