

students is currently limited. Findings of this study may contribute to increase understanding of the characteristics of this population and the reality of their academic underachievement. The results of the study also address the importance of creating learning opportunities for these students, so they could engage in academic language and content learning. Participants' schooling experience provides possible contributing factors for their academic challenges in secondary school. Preventative approaches, adequate language and academic services in elementary bilingual education settings, and the quality of content area instruction in secondary school would help emergent bilingual students develop bilingual literacy skills in both languages.

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