**IMMERSION AND DUAL IMMERSION EDUCATION: SELECTED REFERENCES  
(Last updated 15 July 2021)**

Adamy, J. (2016, April 1). Dual-language classes for kids grow in popularity. *The Wall Street Journal*. Retrieved from http://www.wsj.com/articles/dual-language-classes-for-kids-grow-in-popularity-1459535318.

Alanís, I. (2000). A Texas two-way bilingual program: Its effects on linguistic and academic achievement. *Bilingual Research Journal*, 24(3), 225-48.

Armendáriz, A. L., & Armendáriz, E. J. (2002). An administrative perspective of a two-way bilingual immersion program. *Bilingual Research Journal, 26*(1), 169-179. doi:10.1080/15235882.2002.10668704

Avineri, N. (2019). ‘Nested interculturality’: Dispositions and practices for navigating tensions in immersive experiences. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 37–64). London, UK: Palgrave Macmillan.

Babino, A. (2017). Same program, distinctive development: Exploring the biliteracy trajectories of two dual language schools. *Bilingual Research Journal*, *40*(2), 169-186.

Badenhorst, P. (2019). Immersion in ‘Othered’ spaces for teacher preparation: Encountering different knowledges. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 259–288). London, UK: Palgrave Macmillan.

Baker, L. (2018). From learner to teacher assistant: Community-based service learning in a dual-language classroom. *Foreign Language Annals*, *51*(4), 796-815.

Baker, S. C. & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, *50,* 311-341.

Ballinger, S., & Lyster, R. (2011). Student and teacher oral language use in a two-way Spanish/English immersion school. *Language Teaching Research*, *15*(3), 289–306.

Ballinger, S., Lyster, R., Sterzuk, A., & Genesee, F. (2017). Context-appropriate crosslinguistic pedagogy Considering the role of language status in immersion education. *Journal of Immersion and Content-Based Language Education*, *51*(2017), 30–57.

Bearse, C., & de Jong, E. (2008). Cultural and linguistic investment: Adolescents in a secondary two-way immersion program. *Equity & Excellence in Education*, *41*(3), 325–340.

#### [Bérubé](http://www.tandfonline.com/action/doSearch?action=runSearch&type=advanced&searchType=journal&result=true&prevSearch=%2Bauthorsfield%3A%28B%C3%A9rub%C3%A9%2C+Daniel%29), D., & [Marinova-Todd](http://www.tandfonline.com/action/doSearch?action=runSearch&type=advanced&searchType=journal&result=true&prevSearch=%2Bauthorsfield%3A%28Marinova%5C-Todd%2C+Stefka+H.%29), S. H. (2012). The development of language and reading skills in the second and third languages of multilingual children in French immersion. International Journal of Multilingualism, 9(3), 272-293.

Bild, E. R., & Swain, M. (1989). Minority language students in a French immersion programme: Their French proficiency. *Journal of Multilingual and Multicultural Development, 10*, 255–274.

Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015) *Dual language education programs: Current state policies and practices*. U.S. Department of Education Office of English Language Acquisition (OELA). Washington, DC: American Institutes for Research.

Brown, A., & Lally, R. (2019). Immersive versus nonimmersive approaches to TESOL: A classroom-based intervention study. *TESOL Quarterly, 53*(3), 603-629.

Burkhauser, S., Steele, J. L., Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016). Partner‐language learning trajectories in dual‐language immersion: Evidence from an urban district. *Foreign Language Annals*, *49*(3), 415-433.

Calderon, M., & Carreon, A. (2000). *A two-way bilingual program: Promise, practice, and precautions.* Report No. RR-47). Baltimore, MD: Center for Research on the Education of Students Placed at Risk. (ERIC Document Reproduction Service No. ED447706)

Cammarata, L., Cavanagh, M., Blain, S., & Sabatier, C. (2018). Enseigner en immersion française, au Canada: Synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants. *The Canadian Modern Language Review, 74*(1), 101-127.

Cammarata, L., & Tedick, D. (2012). Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal, 96*(2), 251–269.

Carranza, I. (1995). Multilevel analysis of two-way immersion classroom discourse. In J. E. Alatis, B. Gallenberger, M. Ronkin, & C. A. Straehle (Eds.). *Georgetown University Round Table on Languages and Linguistics* (pp. 169-187). Washington DC: Georgetown University Press.

Cazabon, M. T., Nicoladis, E., & Lambert, W. E. (1998). *Becoming bilingual in the Amigos two-way immersion program* (Research Report 3). Santa Cruz, CA, and Washington, DC: Center for Research on Education, Diversity and Excellence.

Center for Applied Linguistics. (2011). *Directory of foreign language immersion programs in U.S schools*. Retrieved April 1, 2017, from webapp.cal.org/immersion/

Center for Applied Linguistics (CAL). (2018). *Directory of foreign language immersion programs in U.S. schools*. Retrieved February 28, 2018, from <http://webapp.cal.org/Immersion/ImmersionList.aspx>

Cervantes-Soon, C. G. (2014). A critical look at dual language immersion in the New Latin@ Diaspora. *Bilingual Research Journal*, *37*(1), 64-82.

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, *41*(March), 403–427. http://doi.org/10.3102/0091732X17690120

Chen, Y. L. (2006). The influence of partial English immersion programs in Taiwan on kindergartners' perceptions of Chinese and English languages and cultures. *Asian EFL Journal, 8*(1), 7-74.

Christian, D. (1996). Two‐way immersion education: Students learning through two languages. *The Modern Language Journal*, *80*(1), 66-76.

Christian, D. (2011). Dual language education. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 3-20), New York, NY: Routledge.

Christian, D. (2016). Dual language education: Current research perspectives. *International Multilingual Research Journal*, *10*(1), 1–5.

Cohen, A. D. & Allison, K. (2001). [Bilingual processing strategies in the social context of an undergraduate immersion program](https://sites.google.com/a/umn.edu/andrewdcohen/docments/2001-Cohen%26Allison-BilprocgstratsinUGimrsninCooperetal.pdf?attredirects=0)[.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/2001-Cohen%26Allison-BilprocgstratsinUGimrsninCooperetal.pdf?attredirects=0) In R. L. Cooper, E. Shohamy and J. Walters (Eds.), *New perspectives and issues in educational language policy: In honour of Bernard Dov Spolsky* (pp. 35-60). Amsterdam: John Benjamins.

Cohen, A. D. (1974). [The Culver City Spanish Immersion Program: The first two years.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1974-CCSpImrsnFirstTwoYearsinMLJ.pdf?attredirects=0) *Modern Language Journal, 58*(3), 95-103.

Cohen, A. D. (1975). Progress report on the Culver City Spanish Immersion Program: The third and fourth years. *Workpapers in Teaching English as a Second Language*, *9*, Univ. of California, Los Angeles, 47-65. Educational Resources Information Center, ED 121 093.

Cohen, A. D. (1976). [The acquisition of Spanish grammar through immersion: Some findings after four years.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1976-AcquisofSpGramthruImrsn-4Yrs-CMLR.pdf?attredirects=0) *The Canadian Modern Language Review*, *32*(5), 562-574.

Cohen, A. D. (1976). [The case for partial or total immersion education.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1976-PartialorTotalImrsnEdinSim%C3%B5es.pdf?attredirects=0) In A. Simões, Jr. (Ed.)*, The bilingual child: Research and analysis of existing educational themes* (pp. 65-89). New York: Academic Press.

Cohen, A. D. (1994). [The language used to perform cognitive operations during full-immersion math tasks.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1994-LgUsedtoPerfCogOpsDuringFullIrsnMathsTask-LT.pdf?attredirects=0) *Language Testing*, *11*(2), 171-195.

Cohen, A. D. (1995). [How immersed are students in immersion programmes?](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1995-HowImrsdareStudsinImrsnProgsinHickey%26Williams.pdf?attredirects=0) In T. Hickey & J. Williams (Eds.), *Language, education and society in a changing world* (pp. 196-208). Clevedon, UK: Multilingual Matters.

Cohen, A. D., & Gómez, T. (2008).  [Enhancing academic language proficiency in a fifth-grade Spanish immersion classroom.](https://netfiles.umn.edu/users/adcohen/2008%20-%20Cohen%20%26%20Gomez%20on%20St%20Paul%20Immersion.pdf?uniq=-jhw90b) In D. M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language education: A new field emerging* (pp. 289-300). NY, NY: Routledge.

Cohen, A. D., & Swain, M. (1976). [Bilingual education: The "immersion” model in the North American context.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1976-Cohen%26Swain-ImrsnModelinNAminTQ.pdf?attredirects=0) *TESOL Quarterly, 10*, 45-53. Reprinted in J. E. Alatis & K. Twaddell (Eds.) (1976), *English as a second language in bilingual education* (pp. 55-63)*.* Washington, D.C.: TESOL; and in J. B. Pride (Ed.) (1979), *Socio-linguistic aspects of language learning and teaching* (pp. 144-151)*.* London: Oxford University Press.

Collier, V. P., & Thomas, W. P. (2004). *The astounding effectiveness of dual language education for all*. Fairfax, VA: George Mason University.

Cummins, J. (1998). Immersion education for the millennium: What have we learned from 30 years of research on second language immersion? In M. R. Childs & R. M. Bostwick (Eds.), *Learning through two languages: Research and practice.* Second Katoh Gakuen International Symposium on Immersion and Bilingual Education. Katoh Gakuen, Japan.

Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(1), 3–22.

de Jong, E. & Howard, E. (2009). Integration in two-way immersion education: Equalising linguistic benefits for all students. *International Journal of Bilingual Education and Bilingualism*, 12(1), 81–99.

de Jong, E. J. (2016). Two-way immersion for the next generation: Models, policies, and principles. *International Multilingual Research Journal*, *10*(1), 1931–3152.

de Jong, E. J., & Bearse, C. I. (2011). The same outcomes for all? High school students reflect on their two-way immersion program experiences. In D. J. Tedick, D. Christian, & T. W. Fortune (Eds.), *Immersion education: Pathways to bilingualism and beyond* (pp. 104-122). Clevedon, UK: Multilingual Matters

de Jong, E. J., & Bearse, C. I. (2014). Dual language programs as a strand within a secondary school: dilemmas of school organization and the TWI mission. *International Journal of Bilingual Education and Bilingualism*, *17*(1), 15–31.

Dorner, L. M. (2011). Contested communities in a debate over dual-language education: The import of “public” values on public policies. *Educational Policy*, 25(4), 577-613.

Dressler, R. (2018). Canadian bilingual program teachers' understanding of immersion pedagogy: A nexus analysis of an early years classroom. *The Canadian Modern Language Review, 74*(1), 176-195.

Duff, P. (1997). Immersion in Hungary: An EFL experiment. In R. K. Johnson & M. Swain (Eds.), *Immersion education: International perspectives* (pp. 19-43). New York, NY: Cambridge University Press.

Duff, P. (1991). Innovations in foreign language education: An evaluation of three Hungarian‑English dual‑language programs. *Journal of Multilingual and Multicultural Development, 12*, 459-476.

Duff, P. A. (1995). An ethnography of communication in immersion classrooms in Hungary. *TESOL Quarterly, 29*, 505-537.

Erben, T. (2005). Teacher education through immersion and immersion teacher education: An Australian case. In D. J. Tedick (Ed.), *Second language teacher education: International perspectives* (pp. 281–294). Mahwah, NJ: Erlbaum.

Feinauer, E., & Howard, E. R. (2014). Attending to the third goal: Cross-cultural competence and identity development in two-way immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(2), 257–272.

Fitts, S. (2006). Reconstructing the status quo: Linguistic interaction in a dual-language school. *Bilingual Research Journal*, *30*(2), 337-365.

Fortune, T. W. (2011). Struggling learners and the language immersion classroom. In D. J. Tedick, D. Christian, & T. W. Fortune (Eds.) Immersion education:Practices, policies, possibilities. Clevedon, UK: Multilingual Matters.

Fortune, T. W. (2012). What the research says about immersion. In Asia Society (Ed.), Chinese language learning in the early grades: A handbook of resources and best practices for Mandarin immersion (pp. 9-13). Retrieved from <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades>

Fortune, T. with M. R. Menke. (2010). Struggling learners & language immersion education: Research-based, practitioner-informed responses to educators’ top questions (CARLA Publication Series). Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.

Fortune, T. W., & Tedick, D. J. (2003). What parents want to know about foreign language immersion programs. ERIC Digest, Washington, DC: Center for Applied Linguistics. http://www.cal.org/resources/digest/0304fortune.html

Fortune, T. W., & Tedick, D. J. (Eds.). (2008). Pathways to multilingualism: Evolving perspectives on immersion education. Clevedon, UK: Multilingual Matters.

Fortune, T. W. & Tedick, D. J. (2008). One-way, two-way, and indigenous immersion: A call for cross-fertilization. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 3-21). Clevedon, UK: Multilingual Matters.

Tedick, D. J., & Fortune, T. W. (2013). Bilingual/Immersion teacher education. In C. Chapelle, (Ed.), The Encyclopedia of Applied Linguistics. Oxford, UK: Wiley-Blackwell.

Fortune, T. W., & Tedick, D. J. (2015). Oral proficiency development of K-8 Spanish immersion students. Modern Language Journal, 99(4), 637-655.

Fortune, T. W, Tedick, D. J., & Walker, C. (2008). Integrated language and content teaching: Insights from the language immersion classroom. In T. Fortune, and D. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 71-96). Clevedon, UK: Multilingual Matters.

Fortune, T., & Song, W. (2016). Academic achievement and language proficiency in early total Mandarin immersion education. *Journal of Immersion and Content-Based Language Education*, *4*(2), 168-197.

Fraga, L. (2016). The promise and potential of two-way immersion in Catholic schools. *Journal of Catholic Education*, *19*(2).

Freeman, R. D. (1996). Dual-immersion planning at Oyster Bilingual School: It’s much more than language. *TESOL Quarterly*, 30, 557–582.

Freeman, Y. S., Freeman, D. E., & Mercuri, S. P. (2005*). Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.

Freire, J. A., & Valdéz, V. E. (2017). Dual language teachers’ stated barriers to implementation of culturally relevant pedagogy. *Bilingual Research Journal*, *40*(1), 55–69. <http://doi.org/10.1080/15235882.2016.1272504>

Freire, J. A., Valdéz, V. E., & Delavan, M. G. (2016). The (dis)inclusion of Latina/o interests from Utah’s dual language education boom. *Journal of Latinos and Education*, *8431*(November), 1–14.

Gaffney, K. S. (1999). Is immersion education appropriate for all students? *ACIE Newsletter, 2*(2),1-8.

García-Mateus, S., & Palmer, D. (2017) Translanguaging pedagogies for positive identities in two-way dual language bilingual education, *Journal of Language, Identity & Education*, *16*(4): 245-255.

Genesee, F. (1984). French immersion programs. In S. M. Shapson & V. D’Oyley (Eds.), *Bilingual and multicultural education: Canadian perspectives* (pp.33-54). Avon, UK: Multilingual Matters.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Cambridge, MA: Newbury House.

Genesee, F. (1994). *Integrating language and content: Lessons from immersion*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Genesee, F. (1994). Integrating language and content: Lessons from immersion. *Educational practice reports, No. 11.* Retrieved August 4, 2004, from http://www.ncela.gwu.edu/pubs/ncrcdsII/epr11.htm

Genesee, F. (1995). The Canadian second language immersion program. In O. Garcia & C. Baker (Eds.), *Policy and practice in bilingual education: Extending the foundations* (pp. 118-133). Clevedon, UK: Multilingual Matters.

Genesee, F. (2001). *Second language immersion: A summary for teachers, administration and parents*. Retrieved 10 June, 2012 from: http:// www.kke.ee/index\_ Bin.php?action=REF&fname=143\_Second\_Language\_Immersion\_DRAFT.pdf

Goldoni, F. (2013). Students’ immersion experiences in study abroad. *Foreign Language Annals*, *46* (3), 359 – 376.

Goldstein, L., & Liu, N. F. (1994). An integrated approach to the design of an immersion program. *TESOL Quarterly, 28*(4), 705-725.

Gómez, L., Freeman, D. & Freeman, Y. (2005) Dual language education: A promising 50-50 model. *Bilingual Research Journal* (29)1, 145–164.

Hickey, T. (2007). Children’s language networks and teachers’ input in minority language immersion: What goes in may not come out. *Language and Education*, 21(1), 46–65.

Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, *39*(1), 1–27.

Holobow, N. E. (1988). The effectiveness of partial French immersion for children from different ethnic and social class backgrounds. *FLES News, 2*(1), 2-8.

Holobow, N. E., Genesee, F., Lambert, W., Gastright, J., & Met, M. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics, 8,* 137-152.

Howard, E. R., & Sugarman, J. (2007). *Realizing the vision of two-way immersion: Fostering effective programs and classrooms*. Washington, DC: Center for Applied Linguistics.

Howard, E. R., Christian, D., & Genesee, F. (2004). *The development of bilingualism and biliteracy from grade 3 to 5: A summary of findings from the CAL/CREDE study of two-way immersion education*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Howard, E. R., Lindholm-Leary, K., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd Edition). Washington, DC: Center for Applied Linguistics.

Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of the research.* Report 63. Baltimore: Center for Research on the Education of Students Placed at Risk (CRESPAR).

Howard, E. R., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). *Two-way immersion education: The basics*.Washington, DC: Center for Applied Linguistics. Retrieved from http://www.cal.org/twi/toolkit/PI/Basics\_Eng.pdf

Johnson, R. K. & Swain, M. (1997). *Immersion education: International perspectives*. New York,NY: Cambridge University Press.

Johnson, R. K. (1992). TESOL teacher-training for content subject teachers in L2 immersion programmes. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 167-185). Hong Kong: City Polytechnic of Hong Kong.

Katunich, J. (2019). Promoting sustainability literacy through immersion abroad experiences for teachers. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 235–257). London, UK: Palgrave Macmillan.

Kipp, D. (2000). *Encouragement, guidance, insights, and lessons learned for native language activists developing their own tribal language programs: A conversation with twelve visiting Native American language activists providing guidance and an analysis of some of the essentials for developing immersion language programs.* Browning, MT: Piegan Institute.

Knell, E., Haiyani, Q., Miao, P., Yanping, C., Siegel, L. S., Lin, Z. and Wei, Z. (2007). Early English immersion and literacy in Xi'an, China. *The Modern Language Journal, 91*(3), 395–417.

Lachance, J. R. (2017). Case studies of dual language teachers: Conceptualizations on the complexities of biliteracy for teacher preparation. *NYS TESOL Journal, 4*(2), 48-65.

Lazaruk, W. (2007). Linguistic, academic, and cognitive benefits of French immersion. *The Canadian Modern Language Review*, *63*(5), 605-627.

Lee, J. S., & Jeong, E. (2013). Korean–English dual language immersion: Perspectives of students, parents and teachers. *Language, Culture and Curriculum*, *26*(1), 89-107.

Lenker, A., & Rhodes, N. (2007). Foreign language immersion programs: Features and trends over thirty-five years. *ACIE Newsletter*, February, 1-8. Retrieved March 22, 2018, from <http://carla.umn.edu/immersion.acie.vol10/>

Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement, and student attitudes. In D. J. Tedick, D. Christian, & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81–103). Avon, UK: Multilingual Matters.

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory Into Practice*, *51*(4), 256-262.

Lindholm-Leary, K. (2016). Students’ perceptions of bilingualism in Spanish and Mandarin dual language programs. *International Multilingual Research Journal*, *10*(1), 59-70.

Lindholm-Leary, K. J. (2001). *Dual language education.* Bristol, UK: Multilingual Matters.

Lindholm-Leary, K. J. (2003). Dual language achievement, proficiency, and attitudes among current high school graduates of two-way programs. *NABE Journal*, 26,20–25.

Lindholm-Leary, K. J., & Borsato, G. (2001). *Impact of two-way bilingual elementary programs on students' attitudes toward school and college* (Research Report 10). Santa Cruz, CA, and Washington, D.C: Center for Research on Education, Diversity & Excellence.

Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way and two-way immersion and indigenous language education. *Journal of Immersion and Content-Based Language Education*, 2(2), 165–180.

Lindholm-Leary, K. J., & Hernandez, A. (2011). Achievement and language proficiency of Latino students in dual language programmes: Native English speakers, fluent English/previous ELLs, and current ELLs. *Journal of Multilingual and Multicultural Development,* 32(6), 531–545. <https://doi.org/10.1080/01434632.2011.611596>

Lindholm-Leary, K. J., & Howard, E. (2008). Language development and academic achievement in two-way immersion programs. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 177–200). Clevedon, UK: Multilingual Matters.

Lindholm-Leary, K., & Block, N. (2010). Achievement in predominantly low SES/Hispanic dual language schools. *International Journal of Bilingual Education and Bilingualism*, *13*(1), 43-60. <https://doi.org/10.1080/13670050902777546>

Lindholm-Leary, K., & Ferrante, A. (2005). Follow up study of middle school two-way students: Language proficiency, achievement and attitudes. In R. Hoosain & FG. Salili (Eds.), *Language in multicultural education* (pp. 157-179). Greenwich, CT: Information Age Publishing.

Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way and two-way immersion and indigenous language education. *Journal of Immersion and Content-Based Language Education*, 2(2), 165–180.

Lü, C. (2017). The roles of Pinyin skill in English-Chinese biliteracy learning: Evidence from Chinese immersion learners. *Foreign Language Annals, 50*(2), 306-322.

MacFarlane, A. & Wesche, M. B. (1995). Immersion outcomes: Beyond language proficiency. *The Canadian Modern Language Review, 51*(2), 250-272.

Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal*, *36*(2), 167-186.

Marshall, K. K., & Bokhorst-Heng, W. D. (2018). "I wouldn't want to impose!" Intercultural mediation in French immersion. *Foreign Language Annals, 52*(2), 290-312.

Martin, D., & Smolcic, E. (Eds.), (2019). *Redefining teaching competence through immersive programs*. London, UK: Palgrave Macmillan

Martin-Beltrán, M. (2010). The two-way language bridge: Bilingual language learning opportunities. *Modern Language Journal*, *94*(2), 254–277.

Martínez, R. A., Hikida, M., & Durán, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*, *9*(1), 26-42.

Morren López, M. (2012). Children’s language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, *12*(2), 176–201. <http://doi.org/10.1177/1468798411417077>

Obadia, A. (1996). La formation du profeseur d’immersion française: Une perspective historque. *The Canadian Modern Language Review, 52*(2), 271-284.

Pacheco, M., & Hamilton, C. (2020). Bilanguaging love: Latina/o/x bilingual students’ subjectivities and sensitivities in dual language immersion contexts. *TESOL Quarterly*, *54*(3), 548–571. <https://doi.org/10.1002/tesq.585>

Padilla, A. M., Fan, L., Xu, X., & Silva, D. (2013). A Mandarin/English two‐way immersion program: Language proficiency and academic achievement. *Foreign Language Annals*, *46*(4), 661-679.

Palmer, D. K. (2008). Building and destroying students’ “academic identities”: The power of discourse in a two‐way immersion classroom. *International Journal of Qualitative Studies in Education*, *21*(6), 647–667. <http://doi.org/10.1080/09518390701470537>

Palmer, D. K. (2009). Code-switching and symbolic power in a second-grade two-way classroom: A teacher’s motivation system gone awry. *Bilingual Research Journal*, *32*(1), 42–59. <http://doi.org/10.1080/15235880902965854>

Palmer, D. K. (2009). Middle-class English speakers in a two-way immersion bilingual classroom: “Everybody should be listening to Jonathan right now...” *TESOL Quarterly*, *43*(2), 177–202.

Palmer, D. K. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language “strand” program. *Anthropology & Education Quarterly, 41*(1), 94–114. <http://doi.org/10.1111/j.1548-1492.2010.01069.x.94>

Parker, J., Heitzman, S., Fjerstad, A. J., Babbs, L. M., & Cohen, A. D. (1995). [Exploring the role of foreign language in immersion education: Implications for SLA theory and L2 pedagogy.](https://sites.google.com/a/umn.edu/andrewdcohen/docments/1995-ParkeretalonRoleofFLinImrsnEdinEckmanetal.pdf?attredirects=0) In F. R. Eckman, D. Highland, P. W. Lee, J. Milcham, & R. R. Weber (Eds.), *Second language acquisition theory and pedagogy* (pp. 235-253). Mahwah, NJ: Lawrence Erlbaum.

Parkes, J. (2008). Who chooses dual language education for the children and why*. International Journal of Bilingual Education and Bilingualism*, 11, 635-660.

Pawley, C. (1985). How bilingual are French immersion students? *The Canadian Modern Language Review, 41*(5), 865-876.

Pearson, B. Z. (2007). Social factors in childhood bilingualism in the United States. *Applied Psycholinguistics*, *28*(03), 399–410. <http://doi.org/10.1017/S014271640707021X>

Peirce, B. N., Swain, M., & Hart, D. (1993). Self-assessment, French immersion, and locus of control. *Applied Linguistics*, *14*(1), 25-42.

Pérez, B. (2004). *Becoming biliterate: A study of two-way bilingual immersion education*. Mahwah, NJ: Erlbaum.

Pirbhai-Illich, F., & Martin, F. (2019). Decolonizing teacher education in immersive contexts: Working with space, place and boundaries. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 65–93). London, UK: Palgrave Macmillan.

Pontier, R., & Gort, M. (2016). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language bilingual education preschool co-teachers’ languaging practices during shared book readings. *International Multilingual Research Journal*, *10*(2) 89-106. <http://doi.org/10.1080/19313152.2016.1150732>

Poole, F., Clarke-Midura, J., Sun, C., & Lam, K. (2019). Exploring the pedagogical affordances of a collaborative board game in a dual language immersion classroom. *Foreign Language Annals, 52*(4), 753-775.

Potowski, K. (2004). Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance. *The Modern Language Journal*, *88*(1), 75–101.

Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon, UK: Multilingual Matters.

Rocque, R., Ferrin, S., Hite, J. M., & Randall, V. (2016). The unique skills and traits of principals in one-way and two-way dual immersion schools. *Foreign Language Annals*, 49, 801-818.

Salomone, A. M. (1992). Student-teacher interactions in selected French immersion classrooms. In E. B. Bernhardt (Ed.), *Life in language immersion classrooms* (pp. 99-109). Clevedon, UK: Multilingual Matters.

Salomone, A. M. (1993). Immersion teachers: What can we learn from them? In J. W. Oller Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.). (pp. 129-135). Boston, MA: Heinle & Heinle.

Sánchez, M. T., García, O., & Solorza, C. (2018). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, *41*(1), 37-51. http://doi.org/10.1080/15235882.2017.1405098

Scanlan, M., & Palmer, D. (2009). Race, power, and (in)equity within two-way immersion settings. *The Urban Review*, *41*(5), 391-415.

Smolcic, E., & Martin, D. (2019). Cultural/linguistic immersion in teacher preparation for emergent bilingual learners: Defining a new space for asset-based pedagogies. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 1–34). London, UK: Palgrave Macmillan.

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, *54*(1S), 282S–306S. <http://doi.org/10.3102/0002831216634463>

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement. *American Educational Research Journal*, *54*(1S), 282S–306S. <http://doi.org/10.3102/0002831216634463>

Sternfield, S. (1993). Immersion in first-year foreign language instruction for adults. In J. W. Oller Jr. (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.). (pp. 181-190). Boston, MA: Heinle & Heinle.

Swain, M., & Lapkin, S. (2005). The evolving sociopolitical context of immersion education in Canada: Some implications for program development. *International Journal of Applied Linguistics*, *15*(2), 169–186. <http://doi.org/10.1111/j.1473-4192.2005.00086.x>

Swain, M., & Lapkin, S. (2013). A Vygotskian sociocultural perspective on immersion education: The L1/L2 debate. *Journal of Immersion and Content-Based Education*, 1, 101–129.

Sweeney, E. L., Childs, S. S., Criollo, A. L., & Criollo, Y. L. (2019). Voices together: Perspectives from the host and sojourner communities. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 289–313). London, UK: Palgrave Macmillan.

Sykes, J., Forrest, L., & Carpenter, K. (2016). *Building a successful and sustainable language immersion program: The Portland, Oregon Mandarin dual language experience*. Retrieved from https://casls.uoregon.edu/wp-content/uploads/sites/7/2016/11/Flagship-Ethnography-Part-I-Revised.pdf

Tedick, D. J., Christian, D., & Fortune, T. W. (Eds.) (2011). Immersioneducation: Practices, policies, possibilities. Clevedon, UK: Multilingual Matters.

Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world.* Albuquerque, NM: Dual Language Education of New Mexico/Fuente Press.

Tucker, G. R. & Dubiner, D.  (2009). Concluding thoughts: Does the immersion pathway lead to multilingualism? In Tara W. Fortune, & Diane J. Tedick (Eds.), *Pathways to multi-lingualism: Evolving perspectives on immersion education* (pp. 267-277). Clevedon, UK:  Multilingual Matters.

Valdés, G. (1997). Dual language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review*, 67, 391–429

Valdez, V. E., Delvan, G., & Friere, J. A. (2014). The marketing of dual language education policy in Utah print media. *Educational Policy*, 30, 1-35.

Van der Keilen, M. (1995). Use of French, attitudes, and motivations of French Immersion students. *Canadian Modern Language Review, 51*(2), 287-304.

Vandergrift, L., & Baker, S. C. (2018). Learner variables important for success in L2 listening comprehension in French immersion classrooms. *The Canadian Modern Language Review, 74*(1), 79-100.

Varghese, M. M., & Park, C. (2010). Going global: Can dual-language programs save bilingual education? *Journal of Latinos and Education*, *9*(1), 72–80. <http://doi.org/10.1080/15348430903253092>

Walker, C. L., & Tedick, D. J. (2000). The complexity of immersion education: Teachers address the issues. *Modern Language Journal*, 84, 5-27.

Watzinger‐Tharp, J., Rubio, F., & Tharp, D. S. (2018). Linguistic performance of dual language immersion students. *Foreign Language Annals*, *51,* 575-595.

Wesche, M. B., Morrison, F., Ready, D., & Pawley, C. (1990). French immersion: Postsecondary consequences for individuals and universities. *The Canadian Modern Language Review, 46*(3), 430-451.

Wesche, M.B. (1992). French immersion graduates at university and beyond: What difference has it made? In J. Alatis (Ed.), *Georgetown University round table on languages and linguistics* (pp. 208-235). Washington, DC: Georgetown University Press.

Whiting, E. F., & Feinauer, E. (2011). Reasons for enrollment at Spanish-English two-way immersion charter school among highly motivated parents from a diverse community. *International Journal of Bilingual Education and Bilingualism*, 14, 631-651.

Wilson, D. M. (2011) Dual language programs on the rise: “Enrichment” model puts content learning front and center for ELL students. *Harvard Education Letter*. 27(2). Harvard Education Publishing Group.

Wiss, C. A. (1989). Early French immersions programs may not be suitable for every child. *Canadian Modern Language Review, 45*(3), 189-201.

Woolpert, D. (2019). The impact of Spanish on the English lexical processing of dual-language learners. *TESOL Quarterly*, *53*(1), 221-231.

Wong, K. M., & Neuman, S. B. (2019). Learning vocabulary on screen: A content analysis of pedagogical supports in educational media programs for dual-language learners. *Bilingual Research Journal*, *42*(2), 54-72.

Wong, K. M., & Samudra, P. (2019). L2 vocabulary learning on educational media: Extending dual-coding theory to dual-language learners. *Computer Assisted Language Learning,* 1-23.

Wood, B. (2016, April 29) As Utah’s first dual-immersion students are prepping for college, so is their language program. *The Salt Lake Tribune*. Retrieved from <http://www.sltrib.com/home/3752079-155/as-utahs-first-dual-immersion-students-are?fullpage=1>.

Wood, C., & Virzi, A. (2019). Teachers navigating cultural and linguistic differences: Building empathy through participation in immersive experience. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 183–206). London, UK: Palgrave Macmillan.

Wood, M., & Atkins, M. (2006). Immersion in another culture: One strategy for increasing cultural competency. *Journal of Cultural Diversity, 13*, 50-54.

Xu, X., Padilla, A. M., & Silva, D. M. (2015). Learner performance in Mandarin immersion and high school world language programs: A comparison. *Foreign Language Annals*, *48*(1), 26-38.

Yang, L., Leung, G., Tong, R., & Uchikoshi, Y. (2018). Student attitutdes and Cantonese proficiency in a Cantonese dual immersion school. *Foreign Language Annals, 51*(3), 596-616.

Zúñiga, C. E. (2016). Between language as problem and resource: Examining teachers’ language orientations in dual-language programs. *Bilingual Research Journal*, *39*(3–4), 339–353.