

1. Record Nr.	UNINA9910781760903321
Titolo	Immersion Education : Practices, Policies, Possibilities // Diane J. Tedick, Donna Christian, Tara Williams Fortune
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2011] ©2011
ISBN	1-283-22470-4 9786613224705 1-84769-404-7
Descrizione fisica	1 online resource (303 p.)
Collana	Bilingual Education & Bilingualism
Disciplina	418.0071
Soggetti	Immersion method (Language teaching) - Study and teaching Language and languages Education, Bilingual Languages & Literatures Philology & Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Contributors -- Foreword -- Chapter 1. The Future of Immersion Education: An Invitation to 'Dwell in Possibility' -- Chapter 2. Integrating Multiple Languages in Immersion: Swedish Immersion in Finland -- Chapter 3. Insights from Indigenous Language Immersion in Hawai'i -- Chapter 4. Two-Way Immersion Charter Schools: An Analysis of Program Characteristics and Student Body Compositions -- Chapter 5. Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement and Student Attitudes -- Chapter 6. The Same Outcomes for All? High-School Students Reflect on Their Two-Way Immersion Program Experiences -- Chapter 7. French Immersion Studies at the University of Ottawa: Programme Evaluation and Pedagogical Challenges -- Chapter 8. 'I Thought That We Had Good Irish': Irish Immersion Students' Insights into Their Target Language Use -- Chapter 9. Talking in the Fifth-Grade Classroom: 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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