Resources for Language Immersion Education

Listservs on Immersion Education

Language Immersion in the Americas (LIM-A)
The LIM-A listserv is for all those interested in or involved with language immersion education in the Americas.

Dual Language Education of New Mexico
This is designed specifically to support dual language programs. Dual Language Education of New Mexico, a non-profit organization, administers it. There is an archive of past listserv discussions about dual language program issues.

Professional Organizations and Journals
American Council on Immersion Education (ACIE)
ACIE is an organizational network for individuals interested in immersion education (teachers, administrators, teacher educators, researchers, parents) and is sponsored by the Center for Advanced Research on Language Acquisition at the University of Minnesota (CARLA).

American Council on the Teaching of Foreign Languages (ACTFL)
The American Council on the Teaching of Foreign Languages is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL organizes an annual conference and publishes the journal Foreign Language Annals.

Center for Applied Linguistics (CAL)
CAL is a private, non-profit organization that carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis. They sponsor up-to-date directories of U.S. total and partial immersion programs & two-way immersion programs. In addition, CAL maintains an extensive array of research-based information on two-way immersion programs in the U.S.

Dual Language Education of New Mexico
Dual Language Education of New Mexico is a state-based organization created to promote the effective design and implementation of dual language models as defined in New Mexico Best Practices for Dual Language Program's Handbook. This organization is known for its annual fall conference La Cosecha and its participation in developing standards and best practices for two-way immersion. More recent initiatives include professional development and continuing education for immersion professionals and the community members they serve.

Ñandutí
Ñandutí is a resource for foreign language learning in grades K-8 housed by the Center for Applied Linguistics. Ñandutí sponsors a listserv for school district personnel, superintendents, teachers, college and university teacher educators, and parents. Their website includes resources regarding program models, professional development, advocacy, and archives of listserv discussions on hot topics.
Resources for Language Immersion Education

**National Association for Bilingual Education (NABE)**
NABE is the only national organization exclusively concerned with the education of language-minority students in American schools and actively works to promote educational excellence and equity through bilingual education. NABE sponsors an annual conference and the organization publishes a journal and an online newsletter. The NABE website includes answers to frequently asked questions about bilingual education.

**National Network for Early Language Learning (NNELL)**
NNELL is an organization for educators involved in teaching foreign languages to children and provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children. The NNELL journal Learning Languages is published three times a year (fall, winter, and spring).

**Curricular Materials**

**American Council on Immersion Education - ACIE Newsletter Archives**
This site provides archived articles from past ACIE Newsletters in the following themes: The Bridge: From Research to Practice, Best Practices, Immersion ABCs, Points for Parents, School Profiles, Research Reports, and Guest Editorials. "Bridge" articles include The Importance of Sequencing and Planning When Integrating Language and Content (w/Lesson Plan), Integrated Curriculum: Designing Curriculum in the Immersion Classroom, and the Immersion Teaching Strategies Observation Checklist.

**Elementary Immersion Learning Strategies Resource Guide**
This free, interactive website is an online version of Elementary Immersion Learning Strategies Resource Guide published by the National Capital Language Resource Center. Topics covered include: definitions, descriptions, and examples of language learning strategies, teaching students to think about learning, teaching learning strategies using the Cognitive Academic Language Learning Approach, and selecting strategies to introduce to students in language and content areas at each grade level. The appendices contain further resources for teachers: an annotated list of stories to help teach learning strategies, a model for developing a learning strategies lesson, and learning strategies lists and definitions in Arabic, Chinese, French, German, Japanese, and Russian.

**Canadian Parents for French (CPF)**
CPF houses many wonderful curricular resources for teachers of French and for parents of French immersion students. Two very extensive and regularly maintained sites are recommended: CPF French Internet Addresses and Popular Software Lists and CPF French Education Resources Quick Links.

**Heritage Immersion: Teaching Indigenous Languages**
http://jan.ucc.nau.edu/~jar/links.html
http://theyoungancestors.com/TheYoungAncestors/About_the_Film.html

Los Angeles County Office of Education. CIS. MAS unit. Dual Immersion Network. 2015-2016
Resources for Language Immersion Education

Montgomery County Immersion Video Training
Immersion video training programs have been developed and produced by Montgomery County Public Schools, Rockville, Maryland, USA, with funding through a federal grant from the U.S. Department of Education. Each program is available in 1/2" VHS (NTSC) format and is accompanied by a Teacher's Activity Manual. Programs and the supporting print materials may be used to provide in-service opportunities for one teacher or a group of teachers.

Available titles in this professional development series include:

- What it Means to be an Immersion Teacher
- Foreign Language Immersion An Introduction
- Second Language Acquisition in Children
- Negotiation of Meaning
- Planning for Instruction in the Immersion Classroom
- Reading and Language Arts in the Immersion Classroom: Grades K-2
- Reading and Language Arts in the Immersion Classroom: Grades 3-6
- Teaching Math and Science in the Immersion Classroom
- Teaching Social Studies in the Immersion Classroom
- Teaching Culture in the Immersion Classroom
- Assessment in the Immersion Classroom

Requests should be addressed to:
Foreign Language Coordinator
Department of Academic Skills
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850-1747
Phone: 301-279-3911

Orders for these programs should be accompanied by a check for each video in the amount of US $25 (US $30 for international orders) per program.

The Two-Way Immersion Toolkit
The Two-Way Immersion Toolkit, developed by the Center for Applied Linguistics (CAL) and The Education Alliance, is a resource for teachers, parents, and administrators involved with two-way immersion (TWI) programs, particularly those at the elementary school level. The Toolkit is designed to meet the growing demand from teachers, administrators, and parents for guidance related to the effective implementation of TWI programs. It is composed of three segments that address program design and planning, classroom instruction, and parental involvement, respectively.

Parent Support

Multilingual Children’s Association Website
The Multilingual Children’s Association focuses on the day-to-day joys and challenges of raising bilingual and multilingual children. This user-friendly website includes up-to-date information and useful resources for families seeking to raise multilingual children.
Resources for Language Immersion Education

**Canadian Parents for French (CPF)**
CPF is a national network of volunteers that values French as an integral part of Canada and is dedicated to the promotion and creation of French second language learning opportunities for young Canadians. CPF sponsors a newsletter and an annual conference, and offers a website with many resources for educators and parents of children in French immersion programs.

**Online French resources compiled by Canadian Parents for French**
http://members.shaw.ca/cpf99/CPF-French-Internet-Address-List-Index.html

**“Learning the Language”**
This 18-minute video documentary explores the immersion experience. A group of parents at St. Louis Park’s Spanish immersion school committed their time and money towards documenting how language is acquired through the immersion using interviews with students, their parents, staff and experts to demonstrate its success and tell the story.
Cost: $20 – VHS; $25 – DVD.
**Requests to order the video training program should be addressed to:**
Park Spanish Immersion PTO
PSI-PTO
Attn: VHS/DVD
6300 Walker St.
Saint Louis Park, MN 55416
Phone: 952-928-6759

**“World Language Immersion: K-12 Spanish Immersion in the Saint Paul Public Schools”**
With partial funding from the U.S. Department of Education’s Foreign Language Assistance Program Grant, this 20-minute video describes the development of Minnesota’s first immersion program began in 1986 under the leadership of founder, Howard Hathaway, former World Language Supervisor for St. Paul Public Schools. Three schools currently house the K-12 Spanish Immersion Program and over 900 linguistically and culturally diverse students. These include: Adams Spanish Immersion Magnet School, Highland Park Jr. High, and Highland Park Sr. High.
For more information about Saint Paul Public Schools K-12 Spanish Immersion Program or to learn how to get a copy of this video in DVD, contact grant coordinator, Maria Alicia Arabbo at maria.Alicia.arabbo@spps.org

**ERIC Digests**
**Impact of Two-Way Immersion on Students' Attitudes Toward School and College,**
This digest reports on a study that examined the impact of participation in a two-way immersion program on the language and achievement outcomes of former program participants and on their current schooling path and college plans.
Resources for Language Immersion Education

In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences,
by Elizabeth R. Howard & Michael I. Loeb (1998, ERIC Digest EDO-FL-98-14)
Semi-structured interviews were conducted with eight elementary TWI teachers from various programs across the country, and their responses were used to formulate a professional development needs assessment questionnaire that was distributed to 181 pre-K–8 classroom teachers in 12 TWI programs. Findings from the interviews and questionnaires are presented in this digest.

“Raising Bilingual Children: Common Parental Concerns and Current Research”
Kendall King and Lyn Fogle, Georgetown University
The purpose of this digest is to help pediatricians, speech language pathologists, classroom teachers, and other professionals who work with bilingual children and their parents understand common parental concerns related to bilingual childrearing and become familiar with the current science on bilingual child development.

Two-Way Immersion Programs: Features and Statistics,
by Elizabeth R. Howard and Julie Sugarman (2001, ERIC Digest EDO-FL-01-01)
This digest summarizes findings from data in the Center for Applied Linguistics' two-way immersion (TWI) directory regarding features of TWI programs, students, and staff.

“What Parents Want to Know About Foreign Language Immersion Programs”
Tara W. Fortune and Diane J. Tedick, University of Minnesota
This digest answers some of the most common questions that parents and others ask about foreign language immersion education.

Select Dual Immersion School Home Pages

http://www.rdale.k12.mn.us/rsi/
http://www.famn.org/
http://www.edison.smmusd.org/
http://www.franklinmagnetschool.com/