Bibliography of Two-Way Immersion Research Literature (Organized Alphabetically)



Last update: December 26, 2012

- Acosta, B. D. (2005, November). Does reading approach matter in two-way immersion programs? *ACIE Newsletter: The Bridge*, 1-8.
- Acosta, B. D. (2005). The influence of literacy instructional practices on the achievement of English language learners in two-way bilingual education programs. Unpublished doctoral dissertation, George Mason University, Fairfax, VA.
- Acosta-Hathaway, O. M. (2009). Ethnic minority parent involvement and leadership in successful dual immersion programs. Unpublished doctoral dissertation, University of La Verne, La Verne, CA.
- Aguilar, M. (2000). A case study on language proficiency with Latino students in a dual-language setting. Unpublished doctoral dissertation, New Mexico State University, Las Cruces, NM.
- Aguirre-Baeza, L. (2001). Creating Two-Way Dual Language Schools through Effective Leadership. *Educational Horizons*, *79*(4), 167-170.
- Ahlgren, P. (1993). La Escuela Fratney [The Fratney School]. Reflections on a Bilingual, Anti-Bias, Multicultural Elementary School. *Teaching Tolerance*, 2(2), 26-31.
- Ajuria, A. A. (1994). *An Exploration of Classroom Activity and Student Success in a Two-Way Bilingual and in a Mainstream Classroom.* Unpublished doctoral dissertation, Boston College, Boston, MA.
- Alanís, I. (1998). A Descriptive Analysis of a Texas Two-Way Bilingual Program and its Effects on Fifth-Grade Academic and Linguistic Achievement. Unpublished doctoral dissertation, University of Texas, Austin, TX.
- Alanís, I. (2000). A Texas Two-way Bilingual Program: Its Effects on Linguistic and Academic Achievement. *Bilingual Research Journal*, 24(3), 225-248.
- Alanís, I., & Rodriguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Amrein, A., & Peña, R. A. (2000). Asymmetry in Dual Language Practice: Assessing Imbalance in a Program Promoting Equality. *Education Policy Analysis Archives, 8*(8), available: http://epaa.asu.edu/epaa/v8n8.html.
- Anberg-Espinosa, M. (2008). Experiences and perspectives of African American students and their parents in a Two-Way Spanish Immersion program. Unpublished Doctoral Dissertation, University of San Francisco.
- Angelova, M., Gunawardena, D., & Volk, D. (2006). Peer teaching and learning: Co-constructing language in a dual language first grade. *Language and Education*, *20*(3), 173-190.
- Arce, J. (2000). Developing Voices: Transformative Education in a First-Grade Two-way Spanish Immersion Classroom, A Participatory Study. *Bilingual Research Journal*, *24*(3), 249-260.
- Arlington County Public Schools. (1997). *Arlington County, VA Spanish Partial-Immersion Program Rubrics for Writing and Speaking in English and Spanish for Grades 1-5.* Arlington, VA: Arlington County Public Schools. (ERIC Document Reproduction Service No. ED 421895).

- Arlington County Public Schools and the Center for Applied Linguistics. (1997). *Investigating Alternative Assessment in Two-Way Bilingual Immersion Programs Final Report*. Arlington, VA: Arlington County Public Schools. (ERIC Document Reproduction Service No. ED 406845).
- Armendáriz, A. L., & Armendáriz, E. J. (2002). An Administrative Perspective of a Two-Way Bilingual Immersion Program. *Bilingual Research Journal*, 26(1).
- Armendariz, E. J. G. (2002). A leader's role: The involvement and engagement experiences of families in a two-way bilingual immersion program. Unpublished doctoral dissertation, The University of New Mexico, Albuquerque, NM.
- Arnot-Hopffer, E. J. (2006). Las tres amigas: A study of biliteracy from kindergarten through adolescence. Unpublished doctoral dissertation, University of Arizona, Tucson, AZ.
- Arreguin-Anderson, M. G. (2009). *Critical pedagogy: Bilingual teachers' perspectives and practices in the context of science education.* Unpublished doctoral dissertation, Texas A&M University Kingsville.
- Arteagoitia, I., Howard, E. R., Louguit, M., Malabonga, V., & Kenyon, D. M. (2005). The Spanish Developmental Contrastive Spelling Test: An Instrument for Investigating Intra-Linguistic and Crosslinguistic Influences on Spanish-Spelling Development. *Bilingual Research Journal*, 29(3), 541-560.
- Bae, J. (2001). The construct validation of certain components of English and Korean writing in children participating in either a two-way immersion program or monolingual classes: A writing assessment and latent variable approach. Unpublished doctoral dissertation, UCLA, Los Angeles, CA.
- Bae, J. (2007). Development of English skills need not suffer as a result of immersion: Grades 1 and 2 writing assessment in a Korean/English two-way immersion program. *Language Learning*, *57*(2), 299-332.
- Bae, J., & Bachman, L. F. (1998). A Latent Variable Approach to Listening and Reading: Testing Factorial Invariance Across Two Groups of Children in the Korean/English Two-Way Immersion Program. Language Testing, 15(3), 380-414.
- Baecher, R. (1989). Links Between Bilingualism, Achievement, and Psychosocial Classroom Environment among Bilingual and Monolingual Students. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 310629).
- Baecher, R. E., & Coletti, C. D. (1988). *Two-Way Bilingual Program Effects*. Paper presented at the Annual Meeting of the National Association for Bilingual Education, Houston, TX. (ERIC Document Reproduction Service No. ED 295477).
- Bailey, A. L., Moughamian, A. C., Dingle, M., McCabe, A., & Melzi, G. (2008). The contribution of Spanish-language narration to the assessment of early academic performance of Latino students. In A. McCabe, A. L. Bailey & G. Melzi (Eds.), *Spanish-language narration and literacy: Culture, cognition, and emotion.* (pp. 296-331). New York, NY: Cambridge University Press.
- 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.

- Baralis, C. L. (2009). The long-term effects of a K-5 dual language program on middle school student achievement and biculturalism. Unpublished doctoral dissertation, Hofstra University, Hempstead, NY.
- Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22, 227-293.
- Bearse, C., & de Jong, E. J. (2008). Cultural and linguistic investment: Adolescents in a secondary two-way immersion program. *Equity & Excellence in Education*, *41*(3), 325-340.
- Beddow, M. E. (2009). A longitudinal case study of a Latina bilingual teacher promoting academic literacy through social studies instruction. Unpublished doctoral dissertation, University of California, Davis.
- Beeman, M. M. (1993). A Longitudinal Study of Academic Language Proficiency and Crosslinguistic Transfer in Hispanic Students in a Dual Language Program. Unpublished doctoral dissertation, Northwestern University, Evanston, IL.
- Bekerman, Z. (2005). Complex Contexts and Ideologies: Bilingual Education in Conflict-Ridden Areas. Journal of Language, Identity, and Education, 4(1), 1-20.
- Bender, L. A. (2000). Language Planning and Language Policy in an Urban, Public School: The Interpretation and Implementation of a Dual Language Program. Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, PA.
- Black, D. B. (2008). 'We're becoming bilingual and biliterate!': An ethnographic study on how a duallanguage program in Florida contributes to the literacy development of English-language learners. Unpublished doctoral dissertation, University of Central Florida, Orlando, FL.
- Black, J. M. (2008). Academic self-concept, subjective task value, and beliefs about intelligence in duallanguage and English-only elementary school students. Unpublished doctoral dissertation, Stanford University.
- Blanchette, J. A. (1994). *On the Same Floor: A Sociolinguistic Study of a Two-Way Bilingual Program.*Unpublished doctoral dissertation, City University of New York.
- Blankenship, J. (2002). The Gift of Two Languages: A Spanish Immersion Program Brings Government Hill Elementary Back from the Brink. *Northwest Education, 8*(1), 34-39.
- Blezard, R. (2002, Fall 2002). A Pearl of a School: Oyster Elementary has a lot to teach its students--and education reformers everywhere. *Ford Foundation Report*, 6-11.
- Block, N. (2011). The Impact of Two-Way Dual-Immersion Programs on Initially English-Dominant Latino Students' Attitudes. *Bilingual Research Journal*, *34*(2), 125-141.
- Block, N. C. (2012). Perceived impact of two-way dual immersion programs on Latino students' relationships in their families and communities. *International Journal of Bilingual Education and Bilingualism*, *15*(2), 235-257.
- Boone, S. K. (2008). Successful African American students in two-way immersion programs: Parent and student perceptions. Unpublished doctoral dissertation, Texas A&M University, College Station, TX.
- Box, B. J. (2011). *Dual language implementation in eight Texas elementary schools.* Unpublished doctoral dissertation, Lamar University, Beaumont, TX.

- Brauer, J. Z. (1998). Learning Strategies of Native English-Speaking Fourth-Grade Students in a Two-Way Bilingual Education Program. Unpublished doctoral dissertation, Boston University, Boston, MA.
- Brisk, M. (2006). *Bilingual education: From compensatory to quality schooling* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brisk, M. E. (1999). *Quality Bilingual Education: Defining Success* (LAB Working Paper No 1). Providence, RI: Northeast and Islands Regional Educational Lab. at Brown Univ. (ERIC Document Reproduction Service No. ED 445549).
- Bureau of Equal Educational Opportunity. (1990). *Two-Way Integrated Bilingual Education*. Quincy, MA: Massachusetts State Department of Education. (ERIC Document Reproduction Service No. ED 319859).
- Buxton, C. (1999). Designing a Model-Based Methodology for Science Instruction: Lessons from a Bilingual Classroom. *Bilingual Research Journal*, 23(2-3), 147-178.
- Buxton, C. A. (1999). The Emergence of a Language of Instruction for Successful Model-Based Elementary Science Learning: Lessons from a Bilingual Classroom. Paper presented at the Annual Meeting of the National Association for Bilingual Education, Denver, CO. (ERIC Document Reproduction Service No. ED 436957).
- Calderón, M. (1995, April). *Dual Language Programs and Team-Teachers' Professional Development.*Paper presented at the American Research Association, San Francisco, CA.
- Calderón, M. (1996). How a New Form of Peer Coaching Helps Teachers and Students in Two-Way Bilingual Programs. Paper presented at the Annual Meeting of the National Association for Bilingual Education, Orlando, FL. (ERIC Document Reproduction Service No. ED 394319).
- Calderón, M. (1999). Teachers Learning Communities for Cooperation in Diverse Settings. *Theory Into Practice*, *38*(2), 94-99.
- Calderón, M., & Carreón, A. (2000). *A Two-Way Bilingual Program: Promise, Practice and Precautions*. Baltimore, MD: Center for Research on the Education of Students Placed At Risk. (ERIC Document Reproduction Service No. ED 447706).
- Calderón, M., & Minaya-Rowe, L. (2003). *Designing and implementing two-way bilingual programs: A step-by-step guide for administrators, teachers, and parents*. Thousand Oaks, CA: Corwin Press.
- Calderón, M., & Slavin, R. (2001). Success for All in a Two-Way Immersion School. In D. Christian & F. Genesee (Eds.), *Bilingual Education* (pp. 27-40). Alexandria, VA: TESOL, Inc.
- Calhoon, M. B., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. (2007). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first-grade classrooms. *Learning Disability Quarterly, 30*(3), 169-184.
- Carranza, I. (1995). Multilevel analysis of two-way immersion classroom discourse. In J. E. Alatis, C. A. Straehle, M. Ronkin & B. Gallenberger (Eds.), Georgetown University Round Table on Languages and Linguistics: Linguistics and the Education of Language Teachers: Ethnolinguistic, Psycholinguistic, and Sociolinguistic Aspects (pp. 169-187). Washington D.C.: Georgetown University Press.
- Carrasco-Navarrete, L. C. (2011). Exploring the principal's experience with the diffusion of dual language immersion. Unpublished doctoral dissertation, University of Texas, San Antonio.

- Carrera-Carrillo, L., & Smith, A. R. (2006). *7 steps to success in dual language immersion*. Portsmouth, NH: Heinemann.
- Carrigo, D. L. (2000). Just how much English are they using? Teacher and student language distribution patterns, between Spanish and English, in upper-grade, two-way immersion Spanish classes. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Castillo, C. T. (2001). The Effects of a Dual Language Education Program on Student Achievement and Development of Leadership Abilities. Unpublished doctoral dissertation, Our Lady of the Lake University, San Antonio, TX.
- Castro Feinberg, R. (1999). Administration of Two-Way Bilingual Elementary Schools: Building on Strength. *Bilingual Research Journal*, 23(1).
- Cava, G. F. (1998). Parental Attitudes, Involvement, and Satisfaction with Two-Way Immersion Programs. Unpublished Master's Thesis, San Jose State University, San Jose, CA.
- Cazabon, M., Lambert, W. E., & Hall, G. (1993). *Two-way bilingual education: A progress report on the Amigos program* (Research Report 7). Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Cazabon, M., 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 & Excellence.
- Cazabon, M. T. (2000). The Use of Students' Self-Reporting in the Evaluation of the Amigos Two-Way Language Immersion Program. Unpublished doctoral dissertation, University of Massachusetts, Boston, MA.
- Cazabon, M. T. (2002). Coming Together in the Planning Team: Considering Seven Vital Focal Points in the Planning and Development of Two-Way Programs. Retrieved 10/11/2002, from http://www.alliance.brown.edu/eac/coming_together.shtml
- Cazabon, M. T. (2002). *Goals and Research/Evaluation in Two-Way Bilingual Programs*. Retrieved 10/11/2002, from http://www.alliance.brown.edu/eac/two-way_goalsre.shtml
- Centeno, C. H. (2003). Students' and teachers' attitudes toward a two-way immersion program. Unpublished master's thesis, University of Houston-Clear Lake, United States -- Texas.
- Chacón, A. M., & Hamerla, S. (2008). Reinventing a dual language program. *The ACIE Newsletter, 11*(2), 1,9-11.
- Chicago Board of Education. (1991). *Dual Language Immersion Program Models Elementary School.*Chicago: Chicago Board of Education. (ERIC Document Reproduction Service No. ED 357631).
- Christian, D. (1994). *Two-Way Bilingual Education: Students Learning through Two Languages* (Educational Practice Report 12). Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D. (1996). Language development in two-way immersion: Trends and prospects. In J. E. Alatis, C. A. Straehle, M. Ronkin & B. Gallenberger (Eds.), *Georgetown University Round Table on Languages and Linguistics 1996: Linguistics, language acquisition, and language variation: Current trends and future prospects* (pp. 30-42). Washington, DC: Georgetown University Press.

- Christian, D. (1996). Two-Way Immersion Education: Students Learning Through Two Languages. *The Modern Language Journal*, 80(1), 66-76.
- Christian, D. (1999). Language learning in school: The promise of two-way immersion. *Studia Anglica Posnaniensia, XXXIII*, 73-80.
- Christian, D. (2001). Dual Language Education for English Language Learners. *TESOL Quarterly*, 35(4), 601-602.
- Christian, D. (2008). School-based programs for heritage language learners: Two-way immersion. In D. M. Brinton & O. Kagan (Eds.), *Heritage Language Acquisition: A New Field Emerging*. Mahwah, N.J.: Lawrence Erlbaum.
- Christian, D., Howard, E. R., & Loeb, M. I. (2000). Bilingualism for All: Two-Way Immersion Education in the United States. *Theory Into Practice*, *39*(4), 258-266.
- Christian, D., Montone, C., Lindholm, K., & Carranza, I. (1997). *Profiles in two-way immersion education*. McHenry, IL: Delta Systems.
- Christian, D., Spanos, G., Crandall, J., Simich-Dudgeon, C., & Willetts, K. (1990). Combining Language and Content for Second-Language Students. In A. Padilla, H. Fairchild & C. Valadez (Eds.), *Bilingual Education: Issues and strategies* (pp. 141-156). Newbury Park, CA: Sage Publications.
- Clark, E. R., Flores, B. B., Riojas-Cortez, M., & Smith, H. L. (2002). You Can't Have a Rainbow Without a Tormenta: A Description of an IHE's Response to a Community Need for a Dual-Language School. *Bilingual Research Journal*, 26(1).
- Clayton, S. E. (1993). Language Policy and Equal Status: A Change from Monolingualism to Bilingualism in a Small District in California. Unpublished doctoral dissertation, San Diego State University, San Diego, CA.
- Cloud, N. (2005). The dialogic process of capturing and building teacher practical knowledge in dual language programs. In D. J. Tedick (Ed.), Second Language Teacher Education. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle and Heinle.
- Cobb, B., Vega, D., & Kronauge, C. (2009). Effects of an elementary dual language immersion school program on junior high school achievement. In D. L. Hough (Ed.), *Middle grades research: Exemplary studies linking theory to practice*. (pp. 1-20). Charlotte, NC: Information Age Publishing.
- Collier, V. (1992). A Synthesis of Studies Examining Long-Term Language Minority Student Data on Academic Achievement. *Bilingual Research Journal*, *16*(1&2), 187-212.
- Collier, V. (1995). Acquiring a Second Language for School. *Directions in Language and Education (NCBE)*, *1*(4), 1-12.
- Collier, V. P., & Thomas, W. P. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*, *2*(1), 1-20.
- Collier, V. P., & Thomas, W. P. (2005). The beauty of dual language education. *The TABE Journal, 8*(1), 1-6.

- Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Fuente Press.
- Connery, M. C. (2011). *Profiles in emergent biliteracy: Children making meaning in a Chicano community*. New York: Peter Lang.
- Conrad, T. R. (2000). An Exploration of Transformative Intercultural and Intracultural Interaction among Middle-School Students of a Dual-Language Spanish/English Class. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA.
- Correia, M. G. (2004). Early literacy development in a first grade two-way immersion classroom: The weekend report as a way of developing sociocultural literacy. Unpublished doctoral dissertation, University of California, Berkeley.
- Cox, N. K. (2009). Reading achievement of English language learners in 50/50 and 90/10 two-way dual language programs. Unpublished doctoral dissertation, Texas A&M University, College Station, TX.
- Coy, S., & Litherland, L. (2000). From a Foreign Language Perspective: A Snapshot View of a Dual Language Program in Two Inner-City High Poverty Elementary Schools. (ERIC Document Reproduction Service No. ED 446450).
- Coyoca, A. M., & Lee, J. S. (2009). A typology of language-brokering events in dual-language immersion classrooms. *Bilingual Research Journal*, *32*(3), 260-279.
- Craig, B. A. (1995). Two-Way Foreign Language Immersion Programs: A handbook for parents and teachers. Arlington, VA. (ERIC Document Reproduction Service No. ED 384239).
- Craig, B. A. (1996). Parental Attitudes Toward Bilingualism in a Local Two-Way Immersion Program. *Bilingual Research Journal*, 20(3&4), 383-410.
- Crandall, M. (1998). Two-Way Talk. In these bilingual programs, students study all subjects in two languages. *The American School Board Journal*, 185(1), 23-25.
- Cruz, G. I. (2000). Learning in two languages: A case study of a two-way bilingual education program at the middle school. Unpublished doctoral dissertation, State University of New York, Albany, NY.
- Cruz, G. I. (2001). *Collegial Networks: A Team of Sixth-Grade Teachers in a Two-Way Bilingual Program.*Albany, NY: National Research Center on English Learning and Achievement. (ERIC Document Reproduction Service No. ED 447701).
- Culatta, B., Reese, M., & Setzer, L. A. (2006). Early literacy instruction in a dual-language (Spanish–English) kindergarten. *Communication Disorders Quarterly*, *27*(2), 67-82.
- Davy, L. (2001). Developing a Dual-Language Program. Here's How, 20(1), 1-4.
- de Jong, E. J. (1996). *Integrating Language Minority Education in Elementary Schools.* Unpublished doctoral dissertation, Boston University, Boston, MA.
- de Jong, E. J. (1996). *Integration: What does it mean for language minority students?* Paper presented at the National Association for Bilingual Education conference, Orlando, Florida. (ERIC Document Reproduction Service No. ED 394347).
- de Jong, E. J. (2002). Brophy School: A Portrait of Success. NABE News, 25(6), 13-16.

- de Jong, E. J. (2002). Effective Bilingual Education: From Theory to Academic Achievement in a Two-Way Bilingual Program. *Bilingual Research Journal*, 26(1).
- de Jong, E. J. (2004). L2 Proficiency Development in a Two-way and a Developmental Bilingual Program. *NABE Journal of Research and Practice*, *2*(1), 77-108.
- 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: Practices, policies, possibilities* (pp. 104-122). Bristol, UK: Multilingual Matters.
- de Jong, E. J., & Howard, E. R. (2009). Integration in two-way immersion education: Equalizing linguistic benefits. *International Journal of Bilingual Education and Bilingualism*, 12(1), 81-99.
- Dean, M. R. (2008). Do teacher expectations and behavior influence students' academic achievement and acquisition of second language proficiency in an elementary bilingual two-way immersion setting? Unpublished doctoral dissertation, California Lutheran University, Thousand Oaks, CA.
- Delgado-Larocco, E. L. (1998). *Classroom processes in a two-way immersion kindergarten classroom.*Unpublished doctoral dissertation, University of California, Davis.
- DePalma, R. (2010). Language use in the two-way classroom: Lessons from a Spanish-English bilingual kindergarten. Tonawanda, NY: Multilingual Matters.
- Dietzler, H. T. (2008). Comparing the influence of teaching behaviors on reading achievement of English language learners. Unpublished doctoral dissertation, East Carolina University, Greenville, NC.
- DiNicolo, C. P. (2010). What language counts in literature discussion? Exploring linguistic mediation in an English language arts classroom. *Bilingual Research Journal*, 33, 220-240.
- Doherty, V. F. (2009). Voices of the parents: A qualitative study of parental perceptions of a dual language program. Unpublished doctoral dissertation, George Mason University, Fairfax, VA.
- Dorner, L. M. (2010). English and Spanish 'para un futuro' -- or just English? Immigrant family perspectives on two-way immersion. *International Journal of Bilingual Education and Bilingualism*, 13(3), 303-323.
- 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.
- Dorner, L. M. (2011). US immigrants and two-way immersion policies: The mismatch between district designs and family experiences. In D. J. Tedick, D. Christian & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 231-250). Bristol, UK: Multilingual Matters.
- Dow, P. A. (2009). Dual-language education: A longitudinal study of students' achievement in an El Paso county, Texas school district. Unpublished doctoral dissertation, University of Texas at El Paso.
- Dumais, C. (2005). Teachers' perceptions of successful English language development practices: A study of program delivery models, instruction and support services at two high performing two-way immersion elementary schools. Unpublished doctoral dissertation, Pepperdine University, Malibu, CA.
- Elsnes-Paryzer, A. A. (2007). *Teachers' Spanish instructional discourse within a specific social, cultural, and historical context.* Unpublished doctoral dissertation, University of Colorado, Boulder.

- Ernest, H. M., & Gonzalez, R. M. (1996). Sanchez and Metz Elementary Schools: Dos Idiomas, Un Mundo Dual Language Project Title VII First-Year Evaluation Report, 1995-96. Austin, TX: Austin Independent School District, TX. Dept. of Accountability, Student Services, and Research. (ERIC Document Reproduction Service No. ED 408844).
- Fern, V. (1995). Oyster School Stands the Test of Time. Bilingual Research Journal, 19(3-4), 497-512.
- Fernandez, E., & Baker, S. (1993). Assessment Portfolio, Grades K-5 Two-Way Spanish Partial Immersion Program. Arlington, VA: Arlington County Public Schools. (ERIC Document Reproduction Service No. ED 364079).
- Figueroa, L. R. (2008). The development of pre-reading and reading knowledge in English and Spanish in a Dual Language Education context. Unpublished doctoral dissertation, University of California, Santa Barbara.
- Fitts, S. (2006). Reconstructing the Status Quo: Linguistic Interaction in a Dual-Language School. *Bilingual Research Journal*, 30(2), 337-365.
- Fitts, S. (2009). Exploring third space in a dual-language setting: Opportunities and challenges. *Journal of Latinos and Education*, *8*(2), 87-104.
- Foster, T. L. (1998). Cooperative Learning in a Dual-Language Bilingual First-Grade Classroom: Peer Partner Selection and Interaction Across Languages. Unpublished doctoral dissertation, University of California, Santa Barbara, CA.
- Freeman, R. D. (1993). Language Planning and Identity Planning for Social Change: Gaining the Ability and the Right to Participate. Unpublished doctoral dissertation, Georgetown University, Washington, DC.
- Freeman, R. D. (1994). Language Planning and Identity Planning: An Emergent Understanding. *Working Papers in Educational Linguistics*, 10(1), 1-20.
- Freeman, R. D. (1995). Equal educational opportunity for language minority students: From policy to practice at Oyster bilingual school. *Issues in Applied Linguistics, 6*(1), 39-63.
- Freeman, R. D. (1996). Dual-Language Planning at Oyster Bilingual School: "It's Much More Than Language". *TESOL Quarterly*, *30*(3), 557-582.
- Freeman, R. D. (1998). *Bilingual Education and Social Change*. Clevedon, England: Multilingual Matters, Ltd.
- Freeman, R. D. (2004). Building on community bilingualism. Philadelphia, PA: Caslon Publishing.
- Freeman, Y. S., Freeman, D. E., & Mercuri, S. P. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.
- Frengel, J. (2003). Two-Way Immersion Programs in the United States. In T. Tokuhama-Espinosa (Ed.), The Multilingual Mind: Issues Discussed by, for, and about People Living with Many Languages (pp. 47-61). Westport, CT and London: Praeger.
- Gallagher, C. E. (2012). Academic language and young emergent bilinguals: Patterns of contextualizing discourse in personal narratives and classroom literacy events. Unpublished doctoral dissertation, Georgetown University, Washington, DC.

- Galvan-Luis, S. (2010). The impact of bilingual education on academic achievement and language development of third grade English language learners in Texas. Unpublished doctoral dissertation, Texas A&M University, Corpus Christi.
- Garcia, E. (1994). Attributes of effective schools for language minority students. In E. R. Hollins, J. E. King & W. C. Hayman (Eds.), *Teaching diverse populations: formulating a knowledge base* (pp. 93-103). Albany, NY: State University of New York Press.
- García, E. E. (2005). Teaching and learning in two languages: Bilingualism and schooling in the United States. New York: Teachers College Press.
- García, E. E., & Náñez, J. E., Sr. (2011). Best practices and successful strategies. In *Bilingualism and cognition: Informing research, pedagogy, and policy.* (pp. 131-156). Washington, DC: American Psychological Association.
- Garcia, Y. (2003). Korean/English two-way immersion at Cahuenga Elementary School. *NABE News, 26*, 8-11,25.
- Garcia-Belina, R. E. (2001). A survey of bilingual education programs implemented in Region I South Texas schools. Unpublished doctoral dissertation, Texas A&M University, Kingsville.
- Gardner, N. H. (2009). *Perspectives in successfully implementing and sustaining dual-language programs in rural lowa.* Unpublished doctoral dissertation, Illinois State University, Normal, IL.
- Garza, E. (2005). In the shadow of the Mexican border: Taking a radical stand. *Radical Teacher*(75), 22-27.
- Gayman, S. M. (2000). *Understanding Language Use and Social Interaction in a French/English Two-Way Immersion Classroom*. Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, PA.
- Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education.*Cambridge, MA: Newbury House.
- Genesee, F. (1999). *Program Alternatives for Linguistically Diverse Students*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. Available: http://www.cal.org/crede/pubs/edpractice/EPR1.pdf.
- Genesee, F., & Cloud, N. (1998). Multilingualism Is Basic. Educational Leadership, 55(6), 62-65.
- Genesee, F., Paradis, J., & Crago, M. B. (2004). *Dual language development & disorders: A handbook on bilingualism and second language learning.* Baltimore, MD: Brookes Publishing Company.
- Gerena, L. (2010). Student attitudes toward biliteracy in a dual immersion program. *Reading Matrix: An International Online Journal*, 10(1), 55-78.
- Gerena, L. (2011). Parental voice and involvement in cultural context: Understanding rationales, values, and motivational constructs in a dual immersion setting. *Urban Education, 46*(3), 342-370.
- Gerena, L. M. (2002). Dual Immersion: A Driving Force for Language Policy Reform and Transformation. Learning Languages: the Journal of the National Network for Early Language Learning, 8(1), 8-12.
- Gerena, L. M. M. (2002). Promoting language transformation and policy reform in education through twoway immersion: A conceptual framework. Unpublished doctoral dissertation, The Claremont Graduate University and San Diego State University.

- Giacchino-Baker, R., & Filler, B. (2006). Parental Motivation, Attitudes, Support, and Commitment in a Southern Californian Two-Way Immersion Program. *Journal of Latinos and Education*, *5*(1), 5-28.
- Gilbert, S. M. (2001). The Impact of Two-Way Dual Language Programs on Fourth-Grade Students:

 Academic Skills in Reading and Math, Language Development, and Self-Concept Development.

 Unpublished doctoral dissertation, New Mexico State University, Las Cruces, NM.
- Gillespie, M. (2011). The impact of a Reggio-inspired professional learning community on two-way immersion teachers' self-efficacy. Unpublished doctoral dissertation, Texas A&M University, Commerce.
- Glenn, C. (1990). How to integrate bilingual education without tracking: Best setting for linguistic minorities is school where two languages are used. *The School Administrator*, *47*(5), 28-31.
- Gómez, L., Freeman, D., & Freeman, Y. (2005). Dual Language Education: A Promising 50–50 Model. Bilingual Research Journal, 29(1), 145-164.
- Gonzalez, M. (2003). An input-throughput-output analysis of a two-way immersion language program: The case of California's largest elementary school district. Unpublished doctoral dissertation, University of California, Santa Barbara.
- Goodluck, M. A., Lockard, L., & Yazzie, D. (2000). Language Revitalization in Navajo/English Dual Language Classrooms. Paper presented at the Athabaskan Language Conference, Albuquerque, NM. (ERIC Document Reproduction Service No. ED 445865). Also published in: Learn in Beauty: Indigenous Education for a New Century (Flagstaff, AZ: Northern Arizona University's Center for Excellence).
- Gordon, M. E. (2002). Are We Speaking the Same Language? Contextual Factors & Implementation of California Two-Way Immersion Programs. Unpublished Master's Thesis, Stanford University, Stanford, CA.
- Gort, M. (2001). On the threshold of biliteracy: Bilingual writing processes of English-dominant and Spanish-dominant first graders in a two-way bilingual education program. Unpublished doctoral dissertation, Boston University.
- Gort, M. (2002). A Preliminary Model of Bilingual Writing Development for Spanish-Dominant and English-Dominant Students: Portraits from Dual-Language Classrooms. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: Lessons from first grade dual language classrooms. *Journal of Early Childhood Literacy*, 6(3), 323-354.
- Gort, M., Pontier, R. W., & Sembiante, S. F. (2012). Function, Type, and Distribution of Teacher Questions in Dual-Language Preschool Read Alouds. *Bilingual Research Journal*, *35*(3), 258-276.
- Gottlieb, M., & Nguyen, D. (2007). Assessment and accountability in language education programs. Philadelphia, PA: Caslon Publishing.
- Graham, C. R., & Brown, C. (1996). The Effects of Acculturation on Second Language Proficiency in a Community with a Two-Way Bilingual Program. *Bilingual Research Journal*, 20(2), 235-260.
- Green, F., Spivey, S. P., Ferris, L., Bernal, E. M., & Izquierdo, E. (2010). Our diversity, our treasure: Connecting Worlds/Mundos Unidos Gifted and Talented Dual Language Immersion Program. In

- J. A. Castellano & A. D. Frazier (Eds.), *Special populations in gifted education: Understanding our most able students from diverse backgrounds.* (pp. 287-303). Waco, TX US: Prufrock Press.
- Griego-Jones, T. (1994). Assessing students' perceptions of biliteracy in two-way bilingual classrooms. The Journal of Educational Issues of Language Minority Students, 13, 79-93.
- Ha, J. H. (2001). *Elementary students' written language development in a Korean/English two-way immersion program.* Unpublished thesis, California State University, Long Beach.
- Ha, J. H. (2001). English-Speaking Students' Written Language Development in Korean in a Korean/English Two-Way Immersion Program. In J. J. Ree (Ed.), *The Korean Language in America: Volume 6. Papers from the Annual Conference and Teacher Training Workshop on the Teaching of Korean Language, Culture, and Literature* (pp. 299-308). Tallahassee, FL: American Association of Teachers of Korean.
- Hadi-Tabassum, S. (2000). The Multicultural Science Framework: Research on Innovative Two-Way Immersion Science Classrooms. *MultiCultural Review*, *9*(3), 24-30,60-63.
- Hadi-Tabassum, S. (2002). Language, space, and power: A critical ethnography of a dual-language classroom. Unpublished doctoral dissertation, Teachers College, Columbia University, New York City.
- Hadi-Tabassum, S. (2004). The Balancing Act of Bilingual Immersion. Educational Leadership, 62(4), 50.
- Hampton, E., & Rodríguez, R. (2005). Science concept learning in a dual language setting. *The TABE Journal*, *8*(1), 36-50.
- Hausman-Kelly, T. (2001). "You Thought I was a Stranger": Cross-Cultural Integration in a Two-Way Bilingual Classroom. Unpublished doctoral dissertation, Teachers College, Columbia University, New York, NY.
- Hayes, R. (2005). Conversation, negotiation, and the word as deed: Linguistic interaction in a dual language program. *Linguistics and Education, 16*, 93-112.
- Hernández, A. M. (2011). Successes and challenges of instructional strategies in two-way bilingual immersion. Unpublished doctoral dissertation, California State University, San Marcos.
- Hernandez-Zudell, E. P. (2008). Language attitudes and perceptions of New Mexican Hispanic students in a dual language immersion program. Unpublished doctoral dissertation, University of New Mexico, Albuquerque, NM.
- Herrera, F. J., Jr. (2009). Exploring ecology through science terms: A computer-supported vocabulary supplement to the science curriculum in a two-way immersion program. Unpublished doctoral dissertation, University of California, Los Angeles.
- Hickey, T. M. (2007). Children's language networks in minority language immersion: What goes in may not come out. *Language and Education*, *21*(1), 46-65.
- Hill-Bonnet, L. A. (2009). Learning in two languages: An ethnographic examination of bridging conceptual knowledge across linguistic contexts. Unpublished doctoral dissertation, University of California, Santa Barbara.
- Hornberger, N. H. (1990). Creating Successful Learning Contexts for Bilingual Literacy. *Teachers College Record*, *92*(2), 212-229.

- Houston Independent School District. (1996). Compartiendo Culturas/Sharing Cultures: A Title VII Two-Way Bilingual Program at Herod Elementary School 1995-96. Research Report on Educational Grants. Houston, TX: Houston Independent School District, TX. Dept. of Research and Evaluation. (ERIC Document Reproduction Service No. ED 405443).
- Houston Independent School District. (1996). *El Proyecto Cunningham: Dos Idiomas; Muchos Paises,* 1995-96 (The Cunningham Project: Two Languages, Many Countries, 1995-96). Research Report on Educational Grants. Houston, TX: Houston Independent School District, TX. Dept. of Research and Evaluation. (ERIC Document Reproduction Service No. ED 405439).
- Houston Independent School District. (1996). *Title VII Enhancement Project for Compartiendo Culturas/Sharing Cultures 1995-96. Research Report on Educational Programs.* Houston, TX: Houston Independent School District, TX. Dept. of Research and Evaluation. (ERIC Document Reproduction Service No. ED 405449).
- Howard, E. R. (2002). The Alicia Chacón International School: Portrait of an exemplary two-way immersion program. *NABE News*, *25*(6), 19-22,42-43.
- Howard, E. R. (2002). Two-Way Immersion: A Key to Global Awareness. *Educational Leadership*, 60(2), 62-64.
- Howard, E. R. (2003). Biliteracy development in two-way immersion education programs: A multilevel analysis of the effects of native language and home language use on the development of narrative writing ability in English and Spanish. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Howard, E. R. (2004). Two-way immersion education: An integrated approach to bilingual education in the United States. In X. P. Rodriguez-Yanez, A. M. Lorenzo-Suarez & F. Ramallo (Eds.), *Bilingualism and Education: From the Family to the School.* Munich: Lincom Europa.
- Howard, E. R., Arteagoitia, I., Louguit, M., Malabonga, V., & Kenyon, D. M. (2006). The development of the English Developmental Contrastive Spelling Test: A tool for investigating Spanish influence on English spelling development. *TESOL Quarterly*, *40*(2), 399-420.
- Howard, E. R., & Christian, D. (1997). *The development of bilingualism and biliteracy in two-way immersion students*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Howard, E. R., & Christian, D. (2002). *Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary school level* (Educational Practice Report 9). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
- Howard, E. R., Christian, D., & Genesee, F. (2003). 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 (Research Report 13). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
- Howard, E. R., & Loeb, M. I. (1998). *In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences* (ERIC Digest EDO-FL-98-14). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Available: http://www.cal.org/resources/digest/intheirownwords.html.
- Howard, E. R., Olague, N., & Rogers, D. (2003). *The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

- Howard, E. R., & Sugarman, J. (2001). *Two-Way Immersion Programs: Features and Statistics* (ERIC Digest EDO-FL-01-01). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Available: http://www.cal.org/resources/digest/0101twi.html.
- Howard, E. R., & Sugarman, J. (2007). *Realizing the vision of two-way immersion: Fostering effective programs and classrooms*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems, Co.
- Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in Two-Way Immersion Education: A Review of the Research* (Report No. 63). Baltimore, MD: Center for Research on the Education of Students Placed At Risk.
- Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington, DC: Center for Applied Linguistics.
- Howard, E. R., Sugarman, J., & Coburn, C. (2006). *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP*. Washington D.C.: Center for Applied Linguistics.
- Howard, E. R., Sugarman, J., Perdomo, M., & Adger, C. T. (Eds.). (2005). *The Two-Way Immersion Toolkit*. Providence, RI: The Education Alliance at Brown University.
- Howland, M. (2001). Sixth-Grade Students' Use of Schema Knowledge in Word Problem Solving. Unpublished Master's Thesis, San Jose State University, San Jose, CA.
- Hsieh, J. Y.-C. (2008). *The perceived effectiveness of dual language programs at the middle school level.*Unpublished doctoral dissertation, University of Southern California, Los Angeles.
- Hunt, V. (2011). Learning from success stories: Leadership structures that support dual language programs over time in New York City. *International Journal of Bilingual Education and Bilingualism*, 14(2), 187-206.
- Hunt, V. K. (2010). *Transformative leadership: A comparative case study in three established dual language programs.* Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Jackson, F. J. (2008). The comparison of reading comprehension using dual language, full immersion, and sheltered English immersion instructional programs for Navajo students. Unpublished doctoral dissertation, Arizona State University, Tempe, AZ.
- Jackson, J. E. (2001). Thoughts Behind the Work: Teacher Thinking and the Implementation of a Complex Curricular Innovation. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Jeon, M. (2007). Language ideologies and bilingual education: A Korean-American perspective. Language Awareness, 16(2), 114-130.
- Kaptain, H. J. (2011). *Primary students' proficiency and achievement: The difference two-way immersion programs can make.* Unpublished doctoral dissertation, Iowa State University, Ames.
- Keyes, J. G. (1999). Educators' Attitudes toward Language-Minority Education in One Public School System in Southeastern United States. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA.
- Kirk Senesac, B. V. (2002). Two-Way Bilingual Immersion: A Portrait of Quality Schooling. *Bilingual Research Journal*, 26(1).

- Kohne, L. E. (2006). *Two-way language immersion students: How do they fare in middle and high school?* Unpublished doctoral dissertation, University of California, Irvine and Los Angeles.
- Koki, Y. (2011). *Interactions in a two-way immersion program: Impact and challenges.* Unpublished doctoral dissertation, University of San Francisco.
- Kortz, W. J., Jr. (2002). Measuring the Effects of the Accelerated Reader Program on Third Grade English Language Learners' Reading Achievement in Dual Language Programs. Unpublished doctoral dissertation, Sam Houston State University, Huntsville, TX.
- Kovelman, I., Baker, S. A., & Petitto, L.-A. (2008). Age of first bilingual language exposure as a new window into bilingual reading development. *Bilingualism: Language and Cognition, 11*(2), 203-223.
- Krause, E. E. M. (1999). *Two-Way Bilingual Education: Analysis of an Inner-City Program.* Unpublished doctoral dissertation, University of Wisconsin, Milwaukee, WI.
- Kuhlman, N. A., Bastian, M., Bartolome, L., & Barrios, M. (1993). Emerging literacy in a two-way bilingual first grade classroom. In L. Malave (Ed.), *Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991)* (pp. 45-49). Washington, DC: NABE.
- Lambert, W. E. (1990). Issues in Foreign Language and Second Language Education. In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, Sept. 10-12, 1990). (ERIC Document Reproduction Service No. ED 341269).
- Lambert, W. E., & Cazabon, M. (1994). *Students' views of the Amigos program* (Research Report 11). Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Lambert, W. E., & Tucker, G. R. (1972). *Bilingual education of children: The St. Lambert experiment*. Rowley, MA: Newbury House.
- Landron, A. (2009). A comparative analysis of school membership and ethnic identity between dual language and English as a second language instruction. Unpublished doctoral dissertation, St. John's University, New York.
- Lara-Alecio, R., Galloway, M., Irby, B. J., Rodríguez, L., & Gómez, L. (2004). Two-Way Immersion Bilingual Programs in Texas. *Bilingual Research Journal*, 28(1), 35-54.
- Lara-Alecio, R., Galloway, M., Mahadevan, L., Irby, B. J., Brown, G., & Gómez, L. (2005). Texas dual language program cost analysis. *The TABE Journal, 8*(1), 64-86.
- Larocco, E. L. (2003). Student roles in two-way immersion: Superordinate or subordinate? *The ACIE Newsletter, 7*(1).
- Lee, J. S., Hill-Bonnet, L., & Gillispie, J. (2008). Learning in two languages: Interactional spaces for becoming bilingual speakers. *International Journal of Bilingual Education and Bilingualism*, 11(1), 75-94.
- Lee, J. S., Hill-Bonnet, L., & Raley, J. (2011). Examining the effects of language brokering on student identities and learning opportunities in dual immersion classrooms. *Journal of Language, Identity, and Education, 10*, 306-326.

- Lee, S. (2005). Selective Parent Participation: Structural and Cultural Factors that Influence School Participation among Korean Parents. *Equity & Excellence in Education*, 38(4), 299-308.
- Lee, S. (2007). Language policy in a Korean-English two-way immersion setting. *Language, Culture & Curriculum, 20*(2), 109-125.
- Lee, S. Y. (2003). Contexts of language use in a two-way immersion program: Examining dimensions and dynamics of language and literacy practices. Unpublished doctoral dissertation, University of California, Berkeley.
- Leimkuhler, M. R. (2000). *Literacy beliefs and social interaction in a bilingual English language arts classroom.* Unpublished doctoral dissertation, University of Colorado, Boulder, CO.
- Leoni-Bacchus, P. L. (2002). Spanish Language Instruction in a Dual Language Kindergarten Classroom. Unpublished doctoral dissertation, Columbia University, New York.
- Lessow-Hurley, J. (1990). The foundations of dual language instruction. New York: Longman.
- Lewis, L. C. (2000). A Qualitative Study of Implementation Phenomena in an Elementary, Two-Way Bilingual Immersion Program. Unpublished doctoral dissertation, Texas A&M University, College Station, TX.
- Liberty, P., & Gonzalez, R. M. (1997). Dos Idiomas, Un Mundo Dual Language Project Title VII Third-Year Evaluation Report, 1997-98 (Publication Number 97 21). Austin, TX: Austin Independent School District, TX. Office of Program Evaluation. (ERIC Document Reproduction Service No. ED 434161).
- Lindholm, K. (1990). Bilingual Immersion Education: Criteria for Program Development. In A. Padilla, H. Fairchild & C. Valadez (Eds.), *Bilingual Education: Issues and strategies* (pp. 91-105). Newbury Park, CA: Sage Publications.
- Lindholm, K. (1993). *Two-way bilingual language arts portfolio.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 360856).
- Lindholm, K. (1993). Un modelo educacional de exito para estudiantes inmigrantes de origen latino [A successful educational model for Latino immigrant students]. *Revista de Psicologia Social y Personalidad [Journal of Social Psychology and Personality], 9,* 85-94.
- Lindholm, K., & Aclan, Z. (1991). Bilingual Proficiency as a Bridge to Academic Achievement: Results from Bilingual/Immersion Programs. *Journal of Education, Boston University School of Education,* 173, 71-80.
- Lindholm, K., & Aclan, Z. (1993). Relationships among Psychosocial Factors and Academic Achievement in Bilingual Hispanic and Anglo Students. Paper presented at the Annual Conference of the American Educational Research Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 360845).
- Lindholm, K., & Fairchild, H. (1988). *Evaluation of an "Exemplary" Bilingual Immersion Program* (Technical Report TR13). Los Angeles, CA: University of California. (ERIC Document Reproduction Service No. ED 307820).
- Lindholm, K., & Fairchild, H. H. (1990). Evaluation of an Elementary School Bilingual Immersion Program. In A. Padilla, H. Fairchild & C. Valadez (Eds.), *Bilingual Education: Issues and strategies* (pp. 126-136). Newbury Park, CA: Sage Publications.

- Lindholm-Leary, K. (2000). *Biliteracy for a Global Society: An Idea Book on Dual Language Education*. Washington, DC: National Clearinghouse for Bilingual Education. (ERIC Document Reproduction Service No. ED 447714).
- Lindholm-Leary, K. (2001). Dual language education. Clevedon, England: Multilingual Matters.
- 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). Bristol, 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.
- Lindholm-Leary, K., & 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, DC: Center for Research on Education, Diversity & Excellence.
- Lindholm-Leary, K., & Borsato, G. (2001). *Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College* (ERIC Digest EDO-FL-02-01). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Available: http://www.cal.org/resources/digest/0201lindholm.html.
- Lindholm-Leary, K. J. (2004). The Rich Promise of Two-Way Immersion. *Educational Leadership*, *62*(4), 56.
- Lindholm-Leary, K. J. (2007). Effective features of dual language education programs: A review of research and best practices. In E. R. Howard, J. Sugarman, D. Christian, K. Lindholm-Leary & D. Rogers (Eds.), *Guiding principles for dual language education*. Washington D.C.: Center for Applied Linguistics.
- Lindholm-Leary, K. J. (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 & Multicultural Development*, 32(6), 531-545.
- Lindholm-Leary, K. J., & Borsato, G. (2005). Hispanic high schoolers and mathematics: Follow-up of students who had participated in two-way bilingual elementary programs. *Bilingual Research Journal*, 29(3), 641-652.
- Lindholm-Leary, K. J., & Ferrante, A. (2005). Follow-up study of middle school two-way students:

 Language proficiency, achievement and attitudes. In R. Hoosain & F. Salili (Eds.), *Language in Multicultural Education*. Greenwich, CT: Information Age Publishing.
- Lindholm-Leary, K. J., & Howard, E. R. (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). Oxford, UK: Blackwell.
- Linton, A. (2003). Spanish for Americans? The Politics of Bilingualism in the United States. Unpublished doctoral dissertation, University of Washington, Seattle, WA.
- Linton, A. (2004). Learning in two languages: Spanish-English immersion in U.S. public schools. *International Journal of Sociology and Social Policy*, *24*(7/8), 46-74.
- Linton, A. (2007). Spanish-English immersion in the wake of California Proposition 227: Five cases. *Intercultural Education, 18*(2), 111-128.

- López, L. M., & Tápanes, V. (2011). Latino Children Attending a Two-Way Immersion Program in the United States: A Comparative Case Analysis. *Bilingual Research Journal*, *34*(2), 142-160.
- López, M. G., & Tashakkori, A. (2006). Differential Outcomes of Two Bilingual Education Programs on English Language Learners. *Bilingual Research Journal*, *30*(1), 123-145.
- Lopez, M. M. (2008). 'Aqui en los estados unidos hablamos ingles....o, y espanol tambien': Students' emerging language ideologies and literacy practices in a dual language primary program.
 Unpublished doctoral dissertation, University of Texas at San Antonio.
- Lopez, M. M. (2009). "We teach this way because it is the model we've adopted": Asymmetries in language and literacy policies and implementation in two way immersion programs. *Research Papers in Education*, 24(2), 175-200.
- Lopez, M. M. (2010). Language ideologies of mothers and children in a dual language program. *National Reading Conference Yearbook, 60*, 233-249.
- Lopez, M. M. (2011). Children's language ideologies in a first grade dual language class. *Journal of Early Childhood Literacy*, *12*(1), 1-26.
- Lucero, A. (2011). Lengua acádemica in first grade: Expectations, instructional practices, and teacher resources. Unpublished doctoral dissertation, University of Washington, Seattle, WA.
- Lucero, A. (2012). Demands and opportunities: Analyzing academic language in a first grade dual language program. *Linguistics & Education*, *23*(3), 277-288.
- Lucido, F., & McEachern, W. (2000). The Influence of Bilingualism on English Reading Scores. *Reading Improvement*, 37(2), 87-91.
- Lunney, M. (2001). Two-Way French Immersion in Rural Maine. The ACIE Newsletter, 5(1), 4-5.
- Mahrer, C., & Christian, D. (1993). A Review of Findings from Two-Way Bilingual Education Evaluation Reports. Santa Cruz, CA and Washington DC: National Center for Research on Cultural Diversity and Second Language Learning. (ERIC Document Reproduction Service No. ED 382021).
- Marquez-Lopez, T. I. (1998). *Parental Views on Participation, Dual Language Education, and Bilingualism.* Unpublished doctoral dissertation, Columbia University Teachers College, New York, NY.
- Márquez-Lopez, T. I. (2006). Dual-Language Student Teachers' Classroom-Entry Issues: Stages Toward Gaining Acceptance. *Bilingual Research Journal*, 30(2), 499-520.
- Martin-Beltrán, M. (2010). Positioning proficiency: How students and teachers (de)construct language proficiency at school. *Linguistics and Education*, *21*, 257-281.
- Martin-Beltrán, M. (2010). The two-way language bridge: Co-constructing bilingual language learning opportunities. *Modern Language Journal*, *94*(2), 254-277.
- Martinez, M. I. (2011). *Exploring student integration patterns in two-way immersion schools.* Unpublished doctoral dissertation, University of Oregon, Eugene, OR.
- Martínez-Álvarez, P., Bannan, B., & Peters-Burton, E. E. (2012). Effect of Strategy Instruction on Fourth-Grade Dual Language Learners' Ability to Monitor Their Comprehension of Scientific Texts. *Bilingual Research Journal*, *35*(3), 331-349.

- Maxwell, K. M. (2002). *Achievement and perceptions of African American students in a two-way immersion program.* Unpublished doctoral dissertation, University of Maryland, Baltimore County.
- Mayo Molina, S. (2010). When bilingual students speak and interact: A Cultural Historical Activity. Unpublished doctoral dissertation, Central Connecticut State University, New Britain, CT.
- McCollum, P. (1994). Language Use in Two-Way Bilingual Programs. IDRA Newsletter, 21(2), 1, 9-11.
- McCollum, P. (1999). Learning to value English: Cultural capital in a two-way bilingual program. *Bilingual Research Journal*, *23*(2-3), 113-134.
- McGuire, P. (1998). A Comparison of Student Performance in Two-Way Immersion Versus Traditional Kindergarten Programs. Unpublished doctoral dissertation, University of Southern California, Los Angeles, CA.
- McLaughlin, D. (1995). Strategies for Enabling Bilingual Program Development in American Indian Schools. *The Bilingual Research Journal*, 19(1), 169-178.
- Meier, G. (2010). Social and intercultural benefits of bilingual education. Frankfurt: Peter Lang.
- Meier, G. S. (2010). Two-way immersion education in Germany: Bridging the linguistic gap. *International Journal of Bilingual Education and Bilingualism, 13*(4), 419-437.
- Mercuri, S. P. (2010). The challenge of developing academic language in Spanish and English through science: The case of two teachers' strategic teaching practices. . Unpublished doctoral dissertation, University of California, Davis.
- Merritt, S. (2011). Conflicting ideologies about using and learning Spanish across the school years: From two-way immersion to world language pedagogy. Unpublished doctoral dissertation, University of California, Berkeley.
- Meza-Zaragosa, E. (1999). Second Language Learning and First Language Enhancement in a Pre-Kindergarten Dual-Language Classroom. Unpublished doctoral dissertation, Texas A&M University, Kingsville, TX.
- Milian, M., & Pearson, V. (2005). Students with visual impairments in a dual-language program: A case study. *Journal of Visual Impairment & Blindness*, *99*(11), 715-720.
- Montague, N. S. (1997). Critical Components for Dual Language Programs. *Bilingual Research Journal*, 21(4), 334-342.
- Montague, N. S. (2005). Essential beginnings for dual language programs. *The TABE Journal*, 8(1), 18-25.
- Montague, N. S., Marroquin, C., & Lucido, F. (2002). A Dual Language Curriculum for Young Children. In J. Cassidy & S. D. Garrett (Eds.), *Early Childhood Literacy: Programs & Strategies To Develop Cultural, Linguistic, Scientific and Healthcare Literacy for Very Young Children & their Families, 2001 Yearbook.* Corpus Christi, TX: CEDER.
- Montague, N. S., & Meza-Zaragosa, E. (1999). Elicited Response in the Pre-Kindergarten Setting with a Dual Language Program: Good or Bad Idea? *Bilingual Research Journal*, 23(2-3), 289-296.
- Montes, L. M. (2005). The implementation and evaluation of a professional development school: Two-way immersion teachers investigate why native English speakers outperform English learners via participation in lesson study. Unpublished 3180445, University of Southern California, Los Angeles.

- Montone, C., & Loeb, M. I. (2000). *Implementing Two-Way Immersion Programs in Secondary Schools* (Educational Practice Report 5). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. Available: http://www.cal.org/crede/pubs/edpractice/EPR5.htm.
- Montone, C. L. (Ed.). (1994). Teaching linguistically and culturally diverse learners: Effective programs and practices. Summer Institute of the National Center for Research on Cultural Diversity and Second Language Learning, University of Connecticut, Storrs. Santa Cruz, CA and Washington DC: National Center for Research on Cultural Diversity and Second Language Learning/CAL.
- Montrul, S., & Potowski, K. (2007). Command of gender agreement in school-age Spanish-English bilingual children. *International Journal of Bilingualism*, 11(3), 301-328.
- Monzó, L. D. C. (1996). Providing Equity for Latinas: Experiences from a Two-Way Bilingual Spanish Immersion Class. Unpublished Master's Thesis, University of Southern California, Los Angeles, CA.
- Mora, F. A. (2008). *Two-way bilingual education in a post-1998 California elementary school.*Unpublished doctoral dissertation, University of Southern California, Los Angeles.
- Mora, J. K., Wink, J., & Wink, D. (2001). Dueling Models of Dual Language Instruction: A Critical Review of the Literature and Program Implementation Guide. *Bilingual Research Journal*, 25(4), 417-442.
- Moraga, O. G. (2011). The biliteracy achievement of Latino English learners in two-way immersion elementary programs. Unpublished doctoral dissertation, Loyola Marymount University, Los Angeles, CA.
- Morison, S. H. (1990). A Spanish-English Dual-Language Program in New York City. *The Annals of the American Academy of Political and Social Science*, *508*, 160-169.
- Murillo, H. A. (1987). A Comparison of the Effects of Dual Language and Intensive English Instruction on Kindergarten Students in the Laredo Independent School District. Unpublished doctoral dissertation, University of Nebraska, Lincoln, NE.
- Myers, M. L. (2009). Achievement of children identified with special needs in two-way Spanish immersion programs. Unpublished doctoral dissertation, The George Washington University, Washington, DC.
- Nascimento, F. C. (2011). Differences in achievement between students enrolled in a transitional, early exit bilingual program and in a dual language two-way immersion bilingual program: A pilot study. Unpublished doctoral dissertation, Fairleigh Dickinson University, Madison, NJ.
- National Center for Research on Cultural Diversity and Second Language Learning. (1994). *Two-Way Bilingual Education Programs in Practice: A National and Local Perspective* (ERIC Digest EDO-FL-95-03). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Available: http://www.cal.org/resources/digest/ed379915.html.
- National Clearinghouse for Bilingual Education. (1990). *Two-way language development programs* (ERIC Digest 321 589). Washington D.C.: ERIC Clearinghouse on Languages and Linguistics.
- Nevarez-Lutzke, N. (2003). *The Impact of a Dual Language Program on School Climate in a Large Urban District.* Unpublished doctoral dissertation, Seton Hall University, South Orange, NJ.

- Nicoladis, E., Taylor, D., Lambert, W. E., & Cazabon, M. (1998). What Two-Way Bilingual Programmes Reveal About the Controversy Surrounding Race and Intelligence. *International Journal of Bilingual Education and Bilingualism*, 1(2), 134-148.
- Núñez, M. A. (1994). Corima: A Bilingual Experiment in the Tarahumara Region in the State of Chihuahua, Mexico How Does It Measure against Transitional Bilingual Programs in the United States? Washington, DC: Center for International Education. (ERIC Document Reproduction Service No. ED 398107).
- Ochoa, S. H., & Rhodes, R. L. (2005). Assisting parents of bilingual students to achieve equity in public schools. *Journal of Educational & Psychological Consultation*, 16(1-2), 75-94.
- Olmedo, I. M. (2003). Language Mediation among Emergent Bilingual Children. *Linguistics and Education*, 14(2), 143-162.
- Olmedo, I. M. (2005). The bilingual echo: Children as language mediators in a dual-language school. In M. Farr (Ed.), *Latino Language and Literacy in Ethnolinguistic Chicago*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program. Unpublished doctoral dissertation, Teachers College, New York.
- Palmer, D. (2007). A dual immersion strand programme in California: Carrying out the promise of dual language education in an English-dominant context. *International Journal of Bilingual Education and Bilingualism*, 10(6), 752-768.
- Palmer, D. (2008). Building and destroying students' 'academic identities': the power of discourse in a two-way immersion classroom. *Qualitative Studies in Education*, 21(6).
- Palmer, D. (2008). Diversity up close: building alternative discourses in the dual immersion classroom. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to Bilingualism: Evolving Perspectives on Immersion Education* (pp. 97-118).
- Palmer, D. (2009). Code switching and symbolic power in a second grade two-way classroom: A teacher's motivation system gone awry. *Bilingual Research Journal*.
- Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language "strand" program. *Anthropology and Education Quarterly, 41*(1), 94-114.
- 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.
- Panfil, K. G. (1995). Learning from One Another: A Collaborative Study of a Two-Way Bilingual Program by Insiders with Multiple Perspectives. Unpublished doctoral dissertation, George Mason University, Fairfax, VA.
- Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development & disorders: A handbook on bilingualism and second language learning* (2nd ed.). Baltimore, MD: Brookes Publishing Company.
- Parchia, C. T. (2000). Preparing for the Future: Experiences and Perceptions of African Americans in Two-Way Bilingual Immersion Programs. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Park, M. J. (2005). *The experience of English speaking children in Two-Way Immersion Spanish Time.*Unpublished doctoral dissertation, Arizona State University, Tempe, AZ.

- Parker, A. D. (1994). The Relationship between Language and Learning: A Hermeneutic Critique of Selected Dual-Language Immersion Programs in the United States and Canada. Unpublished doctoral dissertation, University of San Francisco, San Francisco, CA.
- Parkes, J. (2008). Who chooses dual language education for their children and why. *International Journal of Bilingual Education and Bilingualism*, 11(6), 635-660.
- Parkes, J., & Ruth, T. (2011). How satisfied are parents of students in dual language education programs?: 'Me parece maravillosa la gran oportunidad que le están dando a estos niños'. *International Journal of Bilingual Education and Bilingualism, 14*(6), 701-718.
- Peña, R. A. (1998). A Case Study of Parental Involvement in a Conversion from Transitional to Dual Language Instruction. *Bilingual Research Journal*, 22(2-4), 237-259.
- Peregoy, S. F. (1991). Environmental Scaffolds and Learner Responses in a Two-Way Spanish Immersion Kindergarten. *Canadian Modern Language Review, 47*(3), 463-476.
- Peregoy, S. F., & Boyle, O. F. (1999). Multiple Embedded Scaffolds: Support for English Speakers in a Two-Way Spanish Immersion Kindergarten. *Bilingual Research Journal*, *23*(2-3), 135-146.
- Pérez, B. (2004). Becoming biliterate: A study of two-way bilingual immersion education. Mahwah, NJ: Lawrence Erlbaum Associates.
- Perez, M. H. (2010). A quantitative analysis of the achievement of children with special needs in two-way immersion programs and English as a second language in Texas. Unpublished doctoral dissertation, Texas A&M University, Kingsville.
- Perron, J. C. (2004). A case study of the implementation of a bilingual two-way immersion program in a school district in Oregon. Unpublished doctoral dissertation, Gonzaga University, Spokane, WA.
- Pertuz, M. (2002). *Identification and Selection of Student Population in Two-Way Bilingual Programs*. Retrieved 10/11/2002, from http://www.alliance.brown.edu/eac/two-way_stdpop.shtml
- Pertuz, M. (2002). *Program Models in Two-Way Bilingual Programs*. Retrieved 10/11/2002, from http://www.alliance.brown.edu/eac/two-way_models.shtml
- Pierce, M. S. (2000). *Native/Non-Native Speaker Collaboration in a Two-Way Bilingual Education Class*. Unpublished doctoral dissertation, Boston University, Boston, MA.
- Pimentel, C. (2011). The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student. *Journal of Latinos & Education*, *10*(4), 335-353.
- Potowski, K. (2002). *Language use in a dual immersion classroom: A sociolinguistic perspective.*Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign.
- 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. (2005). Latino children's Spanish use in a Chicago dual-immersion classroom. In M. Farr (Ed.), *Latino language and literacy in ethnolinguistic Chicago* (pp. 157-185). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Potowski, K. (2007). Characteristics of the Spanish grammar and sociolinguistic proficiency of dual immersion graduates. *Spanish in Context, 4*(2), 187-216.

- Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon, England: Multilingual Matters.
- Quintanar-Sarellana, R. (2004). Si Se Puede! Academic Excellence and Bilingual Competency in a K-8 Two-Way Dual Immersion Program. *Journal of Latinos and Education*, *3*(2), 87-102.
- Ramirez, D. M. (2002). *Children of Mexican immigrants: Negotiating school in a two-way setting on the Texas-Mexico border.* Unpublished doctoral dissertation, University of Texas Pan American, Edinburg.
- Ramos, F. (2007). What do parents think of two-way bilingual education? An analysis of responses. *Journal of Latinos and Education*, 6(2), 139-150.
- Ramos-Pell, A. L. (1996). *Chesterfield's Two-Way Integrated Bilingual Model: An Innovative Restructuring Perspective*. Unpublished doctoral dissertation, University of Rochester, Rochester, NY.
- Ratliff, J. L., & Montague, N. S. (2002). Book Choices for Culturally and Linguistically Diverse (CLD) Parents: Strategies for Sharing Books in Bilingual Homes. Retrieved March 17, 2005, from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED468863
- Ray, J. M. (2008). Building the bridge as you walk on it: Didactic behaviors of elementary teachers in a dual language program. *Teaching and Teacher Education*, *24*(6), 1658-1671.
- Ray, J. M. (2009). A template analysis of teacher agency at an academically successful dual language school. *Journal of Advanced Academics*, *21*(1), 110-141.
- Reese, L., Goldenberg, C., & Saunders, W. (2006). Variations in Reading Achievement among Spanish-Speaking Children in Different Language Programs: Explanations and Confounds. *Elementary School Journal*, 106(4), 363.
- Reyes, S. A. (1998). "!Mami, yo toque una mariposa!": An alternative to linguistic and cultural loss. Unpublished doctoral dissertation, University of Illinois, Chicago.
- Reyes, S. A. (2001). Two-Way Bilingual Immersion Programs: Toward a More Inclusive Agenda in Bilingual Education. *Mid-Western Educational Researcher*, *14*(4), 13-21.
- Reyes, S. A. (2006). Nincas and Ninfas. Language Learner, 1(3), 18-26.
- Reyes, S. A. (2007). Beetles and butterflies: Language and learning in a dual language classroom. *Journal of Latinos & Education, 6*(1), 81-92.
- Reyes, S. A. (2007). The Birthday Cha-cha. Multilingual Living Magazine, 2(5), 16-17.
- Reyes, S. A., & Crawford, J. (2012). Diary of a bilingual school. Portland, OR: DiversityLearningK12.
- Reyes, S. A., & Vallone, T. L. (2007). Toward an expanded understanding of two-way bilingual immersion education: Constructing identity through a critical, additive bilingual/bicultural pedagogy. *Multicultural Perspectives, 9*(3), 3-11.
- Reyes, S. A., & Vallone, T. L. (2008). *Constructivist strategies for teaching English language learners*. Thousand Oaks, CA: Corwin Press.
- Reza-Hernandez, L. (2004). *Educators' translation of technology integration in two-way dual language classrooms*. Unpublished doctoral dissertation, University of Texas, El Paso.

- Rhodes, N. C., Christian, D., & Barfield, S. (1997). Innovations in Immersion: The Key School Two-Way Model. In R. K. Johnson & M. Swain (Eds.), *Immersion Education: International Perspectives* (pp. 265-283). Cambridge: Cambridge University Press.
- Riojas-Cortez, M. (2000). Evaluating Mexican American children's social language interactions during sociodramatic play. *Early Child Development and Care*, *160*, 85-96.
- Rodriguez, A. L. (2010). The social activity of young bilingual writers in a two-way immersion classroom 'oye victor. voy a hacer un libro de ti.' Unpublished doctoral dissertation, University of Texas at Austin.
- Rodriguez, M. A. (2003). Perceptions of principals and teachers in New Mexico: A comparison between staff in schools with two-way dual language immersion programs and those with other bilingual programs. Unpublished doctoral dissertation, New Mexico State University, Las Cruces, NM.
- Rolstad, K. (1997). Effects of Two-Way Immersion on the Ethnic Identification of Third Language Students: An Exploratory Study. *Bilingual Research Journal*, *21*(1), 43-63.
- Rolstad, K. K. (1998). Language Minority Children in a Third Language Immersion Context: Evidence for Educational Enrichment (Language Immersion, Submersion Damage). Unpublished doctoral dissertation, UCLA, Los Angeles, CA.
- Romero, A. A. (1999). Two-Way Bilingual Programs: The Demand for a Multilingual Workforce. *IDRA Newsletter*, *26*(5), 3, 12.
- Romero, M. (1987). Implementing Two-Way Bilingual Programs. Equity and Choice, 3(3), 17-21.
- Romero-Johnson, S. (2011). A case study on the challenges and opportunities for school leaders implementing a dual language immersion strand program. Unpublished doctoral dissertation, Edgewood College, Madison, WI.
- Rosado, L. A. (2005). The state of Texas breaking new ground in dual language instruction. *The TABE Journal*, *8*(1), 7-17.
- Rossell, C. (1998). *Mystery on the Bilingual Express: A Critique of the Thomas and Collier Study*. Amherst. MA: READ Institute.
- Rubinstein-Avila, E. (2002). Problematizing the "Dual" in a Dual-Immersion Program: A Portrait. Linguistics and Education, 13(1), 65-87.
- Rubinstein-Avila, E. (2003). Negotiating Power and Redefining Literacy Expertise: Buddy Reading in a Dual-Immersion Programme. *Journal of Research in Reading*, *26*(1), 83-97.
- Rubio, O. G. (1994). "Una buena educación": A Study of Parental Values, Beliefs, and Aspirations in a Dual-Language School. Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, PA.
- Rubio, O. G. (1995). 'Yo Soy Voluntaria': Volunteering in a Dual-Language School. *Urban Education*, 29(4), 396-409.
- Ryan, C. S., Casas, J. F., Kelly-Vance, L., Ryalls, B. O., & Nero, C. (2010). Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychology in the Schools, 47*(4), 391-405.
- Saldaña, L. P. (2010). "¡De mi barrio no me voy!": The identities, consciousness, and praxis of Mexican American teachers. Unpublished doctoral dissertation, University of Wisconsin, Madison, WI.

- Sanders, A. N. (2010). The effectiveness of two-way bilingual immersion programs in closing the achievement gap for minority students. Unpublished doctoral dissertation, Texas Southern University, Houston, TX.
- Saucedo, L. (1997). *Parents' Attitudes Towards Dual-Language Immersion Programs*. Illinois. (ERIC Document Reproduction Service No. ED 405730).
- Scanlan, M. (2010). Improving Bilingual Service Delivery in Catholic Schools through Two-Way Immersion. *Catholic Education: A Journal of Inquiry and Practice, 14*(1), 67-93.
- Scanlan, M., & Palmer, D. (2009). Race, power and (in)equity within two dual immersion models. *The Urban Review*, *41*(5).
- Schauber, H. (1995). The Second Language Components in a Two-Way Bilingual Education Program. *Bilingual Research Journal*, 19(3-4), 483-495.
- Sera, G. L. (2000). *The nature and English language consequences of dual immersion schooling.*Unpublished doctoral dissertation, Indiana University, Bloomington.
- Serrano, R., & Howard, E. (2007). Second language writing development in English and Spanish in a two-way immersion programme. *International Journal of Bilingual Education and Bilingualism*, 10(2), 152-170.
- Serrano, R., & Howard, E. R. (2003). Maintaining Spanish proficiency in the United States: The influence of English on the Spanish writing of native Spanish speakers in two-way immersion programs. In L. Sayahi (Ed.), *Selected Proceedings of the First Workshop on Spanish Sociolinguistics* (pp. 77-88). Somerville, MA: Cascadilla Proceedings Project.
- Shannon, S. M. (1999). Language Rights or Language Privileges? TESOL Journal, 8(3), 23-28.
- Shannon, S. M., & Milian, M. (2002). Parents Choose Dual Language Programs in Colorado: A Survey. *Bilingual Research Journal*, 26(3), 681-696.
- Shelby-Caffey, C. V. (2008). The road to two languages: A case study of the implementation of a two-way immersion program. Unpublished doctoral dissertation, Southern Illinois University, Carbondale, IL.
- Shenk, E. (2008). Choosing Spanish: Dual language immersion and familial ideologies. In M. Niño-Murcia & J. Rothman (Eds.), *Bilingualism and identity: Spanish at the crossroads with other languages.* (pp. 221-256). Amsterdam Netherlands: John Benjamins Publishing Company.
- Shenk, E. (2011). Constructing perspectives on language diversity in the U.S. Midwest. *Spanish in Context*, 8(1), 144-165.
- Sheriff, S. (2007). Nuestros Amigos. Teaching Pre K-8 Magazine, 37(7), 46-47.
- Silver, B. L. (2011). *Parental motivation for enrolling a child in a two-way immersion language program.*Unpublished doctoral dissertation, University of the Pacific, Stockton, CA.
- Silver, J. (1996). Learning Together: Two-Way Bilingual Immersion Programs [Video Series No. 6]. On *Meeting the Challenge of Teaching Linguistically Diverse Students*. (Available from CAL/Center for Research on Education, Diversity & Excellence, 4646 40th Street, NW, Washington, DC 20016).

- Silver, J. (1996). Profile of Effective Two-Way Bilingual Teaching: Sixth Grade [Video Series No. 5]. On *Meeting the Challenge of Teaching Linguistically Diverse Students*. (Available from CAL/Center for Research on Education, Diversity & Excellence, 4646 40th Street, NW, Washington, DC 20016).
- Silverman, R. D. (2007). Vocabulary development of English-language and English-only learners in Kindergarten. *Elementary School Journal*, *107*(4), 365-384.
- Smith, P. H. (2000). Community as Resource for Minority Language Learning: A Case Study of Spanish-English Dual Language Schooling. Unpublished doctoral dissertation, University of Arizona, Tucson, AZ.
- Smith, P. H. (2001). Community Language Resources in Dual Language Schooling. *Bilingual Research Journal*, 25(3), 375-404.
- Smith, P. H., & Arnot-Hopffer, E. (1998). Exito Bilingüe: Promoting Spanish Literacy in a Dual Language Immersion Program. *Bilingual Research Journal*, 22(2-4), 261-277.
- Smith, P. H., Arnot-Hopffer, E., Carmichael, C. M., Murphy, E., Valle, A., González, N., et al. (2002). Raise a Child, Not a Test Score: Perspectives on Bilingual Education at Davis Bilingual Magnet School. *Bilingual Research Journal*, 26(1).
- Snow, M. A. (1986). *Innovative Second Language Education: Bilingual Immersion Programs* (Educational Report ER1). Los Angeles, CA: University of California Center for Education and Research. (ERIC Document Reproduction Service No. ED 278258).
- Snow, M. A. (1987). *Immersion Teacher Handbook* (Educational Report ER10). Los Angeles, CA: University of California Center for Language Education and Research. (ERIC Document Reproduction Service No. ED 291243).
- Soltero, S. W. (2004). Dual language: Teaching and learning in two languages. Boston: Allyn & Bacon.
- Starr, R. L. (2011). Acquisition of sociolinguistic knowledge in a Mandarin-English dual immersion school. Unpublished doctoral dissertation, Stanford University, Palo Alto, CA.
- Stein, M. (1997). Integrating Language and Content in an Experiential Setting: Focus-on-Form in the Spanish Partial Immersion Program. Unpublished doctoral dissertation, Georgetown University. (Doctoral Dissertation; ERIC Document Reproduction Service No. ED 427511). Washington, DC.
- Stewart, S. K. (2004). A comparison of three programs serving third-grade English language learners in Texas. Unpublished doctoral dissertation, Stephen F. Austin State University, Nacogdoches, TX.
- Stipek, D., Ryan, R., & Alarcón, R. (2001). Bridging research and practice to develop a two-way bilingual program. *Early Childhood Research Quarterly*, *16*(1), 133-149.
- Sturke, B. R. (2003). *Learning in two languages: Assessing a dual language bilingual kindergarten program.* Unpublished doctoral dissertation, Cardinal Stritch University, Milwaukee, WI.
- Sugarman, J. (2008). Conducting self-evaluation with the *Guiding Principles for Dual Language Education*. *NABE News*, *30*(4), 6-8, 19.
- Sugarman, J. (2012). Equity in Spanish/English dual language education: Practitioners' perspectives. Unpublished doctoral dissertation, University of Maryland, College Park, MD.

- Sugarman, J., Arteagoitia, I., Coburn, C., Gallagher, C., Montee, M., & Schissel, J. (2007). Spanish-language assessments for dual language programs. Washington, DC: Center for Applied Linguistics.
- Sugarman, J., & Howard, E. R. (2001). *Development and maintenance of two-way immersion programs:*Advice from practitioners (Practitioner Brief 2). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
- Sugarman, J., & Howard, E. R. (2007). Top ten items on the research agenda for two-way immersion. *ACIE Newsletter, 10*(3), 11, 14.
- Sugarman, J., & Howard, L. (2001, September 2001). Two-Way Immersion Shows Promising Results: Findings from a New Study. *ERIC/CLL Language Link: An Online Newsletter from the ERIC Clearinghouse on Languages and Linguistics*.
- Sutterby, J., & Ayala, J. (2005). Border teacher Spanish language proficiency. *The TABE Journal, 8*(1), 51-63.
- Sutterby, J. A. (2002). *Todos somos amigos: Cross-cultural and cross-linguistic play interactions in a two-way immersion prekindergarten classroom.* Unpublished doctoral dissertation, The University of Texas at Austin, Austin, TX.
- Takahashi-Breines, H. (2002). The Role of Teacher-Talk in a Dual Language Immersion Third Grade Classroom. *Bilingual Research Journal*, 26(2).
- Tenorio, R. (1990, 5/90). A Vision in Two Languages. Rethinking Schools, pp. 11-12.
- Thomas, W. P., & Collier, V. (1997). School effectiveness for language minority students. Washington, DC: National Clearinghouse for Bilingual Education.
- Thomas, W. P., & Collier, V. (2002). A national study of school effectiveness for language minority students' long-term academic achievement: final report. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
- Thomas, W. P., & Collier, V. P. (1997). Two Languages Are Better Than One. *Educational Leadership*, 55(4), 23-26.
- Thomas, W. P., & Collier, V. P. (2012). *Dual Language Education for a Transformed World*. Albuquerque, NM: Fuente Press.
- Torres-Guzman, M. E. (2011). Methodologies and teacher stances: How do they interact in classrooms? *International Journal of Bilingual Education and Bilingualism, 14*(2), 225-241.
- Torres-Guzman, M. E., & Etxeberria, F. (2005). Modelo B/dual language programmes in the Basque Country and the USA. *International Journal of Bilingual Education and Bilingualism*, 8(6), 506-528.
- Torres-Guzman, M. E., Kleyn, T., Morales-Rodriguez, S., & Han, A. (2005). Self-Designated Dual-Language Programs: Is There a Gap between Labeling and Implementation? *Bilingual Research Journal*, 29(2), 453-474.
- Torres-Rimbau, H., & de Kanter, E. (2005). Explorando las matemáticas... relación entre lenguaje, instrucción y logros en matemáticas en programas de doble inmersión. *The TABE Journal, 8*(1), 26-35.

- Treadway, E. E. (2000). A Qualitative Study of Dual Language Immersion Education in Southern New Mexico. Unpublished doctoral dissertation, Indiana University, Bloomington, IN.
- Tucker, G. R., & Crandall, J. (1989). *The Integration of Language and Content Instruction for Language Minority and Language Majority Students*. Paper presented at the Georgetown University Round Table on Languages and Linguistics, Washington D.C. (ERIC Document Reproduction Service No. ED 305825).
- Unger, M. (2001). Equalizing the Status of Both Languages in a Dual Immersion School. *The ACIE Newsletter*, *5*(1), 1, 2, 8, 12, 13.
- Urow, C., & Sontag, J. (2001). Creating Community--Un Mundo Entero: The Inter-American Experience. In D. Christian & F. Genesee (Eds.), *Bilingual Education* (pp. 11-26). Alexandria, VA: TESOL, Inc.
- Valdes, G. (1997). Dual-Language Immersion Programs: A Cautionary Note Concerning the Education of Language-Minority Students. *Harvard Educational Review, 67*(3), 391-429.
- Valverde, L. A., & Armendáriz, G. J. (1999). Important Administrative Tasks Resulting From Understanding Bilingual Program Designs. *Bilingual Research Journal*, 23(1), 1-10.
- Varon, C. (2004). *Imprints of self: Manifestations of bilingual and monolingual children's cognitive structures in drawings of self and significant others.* Unpublished doctoral dissertation, Harvard University, Cambridge, MA.
- Vizcarra, S. (2009). The short sweet life of dual language at Thornberry Elementary. Unpublished doctoral dissertation, University of Colorado at Boulder.
- Volk, D., & Angelova, M. (2007). Language Ideology and the Mediation of Language Choice in Peer Interactions in a Dual-language First Grade. *Journal of Language, Identity, and Education, 6*(3), 177-199.
- Vom Dorp, I. E. (2000). *Biliteracy, Monoliteracy and Self-Concept in Native Spanish-Dominant and Native English-Dominant Fifth Graders*. Unpublished doctoral dissertation, University of New Mexico, Albuquerque, NM.
- Von Vacano, M., et al.,. (1992). *Two-Way Partial Immersion Program, F S Key Elementary School Units of Study--Grades 1-4 Curriculum Guide, Units of Study*. Arlington, VA and Washington DC: Arlington County Public Schools and Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 376741).
- Warhol, L., & Mayer, A. (2012). Misinterpreting School Reform: The Dissolution of a Dual-Immersion Bilingual Program in an Urban New England Elementary School. *Bilingual Research Journal*, 35(2), 145-163.
- Whitacre, M. A. (2008). A descriptive study of program implementation perspectives: A district-wide process of change from transitional bilingual education to dual language education. Unpublished doctoral dissertation, Texas A&M University, Kingsville.
- Whiting, E. F. (2012). Taking a closer look at Latino parents at one Spanish-English two-way immersion charter school. *Journal of multilingual and multicultural development*, *33*(5), 497-510.
- Whiting, E. F., & Feinauer, E. (2011). Reasons for enrollment at a Spanish--English two-way immersion charter school among highly motivated parents from a diverse community. *International Journal of Bilingual Education and Bilingualism*, 14(6), 631-651.

- Wiese, A.-M. (2001). "To Meet the Needs of the Kids, Not the Program": Teachers Constructing Policy, Program, and Practice in a Bilingual School. Unpublished doctoral dissertation, University of California, Berkeley, CA.
- Wiese, A.-M. (2004). Bilingualism and Biliteracy for All? Unpacking Two-Way Immersion at Second Grade. *Language & Education*, *18*(1), 69-92.
- Willetts, K., & Christian, D. (1990). Material Needed for Bilingual Immersion Programs. In A. Padilla, H. Fairchild & C. Valadez (Eds.), *Bilingual Education: Issues and strategies* (pp. 230-243). Newbury Park, CA: Sage Publications.
- Wright, S. (2003). A Comparative Study of Limited English Proficient and Non-Limited English Proficient Students in Two-Way/Dual-Language Programs. Unpublished doctoral dissertation, Texas Tech University, Lubbock.
- Zehrbach, G. (2006). Paradigms of Participation. The ACIE Newsletter, 10(1), 1-2, 15.
- Zehrbach, G. (2011). Two-way immersion charter schools: An analysis of program characteristics and student body compositions. In D. J. Tedick, D. Christian & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 58-80). Bristol, UK: Multilingual Matters.
- Zehrbach, G. D. (2010). Two-way immersion charter schools: An analysis of enrollment, charter contracts and rationale for establishment. Unpublished doctoral dissertation, University of Wisconsin, Madison.
- Zelazo, J. (1995). Parent Involvement in a Two-Way Bilingual School. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 383219).
- Zucker, C. (1995). The role of ESL in a dual language program. *The Bilingual Research Journal, 19*(3&4), 513-523.