

Contents

1	The Promise and Realities of Two-Way Instruction	1
	Vignette: A Moment of Success and a Moment of Failure.	1
	What is Two-Way Immersion Instruction?	3
	Plan of the Book	10
2	The Pragmatics of Two-Way Immersion Instruction:	
	A Closer Look at What Really Happens	14
	Beyond Recipe Approaches	14
	Classroom-based Research: Not just Whether, but how Two-Way Immersion Works.	16
	This Study: A Two-Way Immersion Kindergarten Classroom	20
3	From Teaching Philosophies to Classroom Design.	35
	Two-way Immersion: Interactions Among the Children are Fundamental	37
	Songs and Chants: Creating a Relaxing and Fun Environment	40
	Teaching Values in the Classroom	41
	Contextual vs. Textual Language Learning	42
	Teaching Spanish as a 'Power Language' Within and Beyond Academic Spaces	46
	Connecting the Pieces: Thematic Units	50
	Classroom Design: Putting it All into Practice.	54
4	Making Sure They Don't 'Give it away': Keeping Spanish Alive	56
	The Hegemony of English as a Majority Language in the USA	56
	The Children: Language Proficiencies and Preferences	59
	Redressing Structural Asymmetry: A Strand Within a School.	64

	Sra. Soto's Compensatory Strategies: Creating Artificial Spanish Immersion	66
	Focus on Berto: Successful Spanish Speaker, Unsuccessful Spanish Role Model	73
	Focus on Emily and Sandra: Can Success be too Easy for English Speakers?	75
	Analysis: Cutting Our (Language) Losses in the Face of English Hegemony	77
5	Daily Rituals and Routines: Safety in the Familiar.	80
	Picking up on the Routines	81
	Clean-up Time: Children Respond Physically to Directions in Spanish.	83
	Chants: Confidence can Precede Ability	87
	Calendar Time: Support through Repetitive Language	89
	Using the Familiar as Scaffolding: Making (the Right) Independent Connections	93
	Focus on Amalia and Jamaica: Supporting Reluctant Speakers	95
	Focus on Dorinda: Reluctant to Speak Spanish, but Happy to Chant	98
	Analysis: Supporting Learners through Structure and Repetition.	100
6	(Spanish) Language Arts: Participating in the Narrative	103
	<i>The Bojabi Tree</i> (1): Weaving a New Story into the Curriculum	104
	<i>The Bojabi Tree</i> (2): Reconstructing Together a Familiar Story	106
	<i>Better Move On, Frog</i> : Negotiating Terms of Participation	109
	<i>Chana y su rana</i> : Embedded Literacy and Numeracy Activities.	111
	Focus on Mark: How to be the Center of (Positive) Attention.	115
	Focus on Kathleen: The Social Construction of a Behavior Problem	118
	Analysis: Negotiating Participation, Defining Learners	122

7	Tables Time: Language in Activity	128
	Explanation: Listening Assisted by Rich Visual Context	130
	Task-Completion: Problems Create Opportunities for Language Learning	135
	Fostering (Spanish) Language Interactions: Sra. Soto as the 'Eye of the Hurricane'	138
	Focus on Rashid: From Legitimate to Illegitimate Participation	141
	Analysis: Defining Legitimate Participation through Activity Structures.	144
8	Housekeeping and Blocks Centers: Keeping them Talking	149
	The Failure of Centers Play to Promote Conversation	152
	Remediation Strategies: Teaching Play.	156
	Fostering (or Inhibiting) Conversation.	160
	Initiating Conversations: An Unexpected Result	165
	Keeping the Conversation Going: Coordinating Goals.	168
	Focus on Kathleen: From Problem Child to Effective Language Learner	172
	Centers: A Clash of Philosophies.	174
9	Implications: Real Practices behind the Ideal Model	178
	Recognizing that New Methodologies Involve New Philosophies	178
	Rethinking Symmetry: Can the Two-Way Immersion Program be Counter-Hegemonic?	180
	Understanding Language as a Means to an End	184
	Taking a Close Look at Activity Structures and how they Construct Us as Learners.	186
	Appendix	191
	References	192