Exposure to a target language through subject-matter instruction enables students to develop comprehension skills and communicative abilities that far exceed those attained by students studying the target language as a subject.

It remains unclear whether the advantage derives simply from a greater amount of exposure to the target language or from the cognitive benefits of target language exposure specifically through subject-matter instruction.
Use of the target language to deliver subject-matter instruction is limited in the range of language forms and functions to which it exposes students:

- this is one of the reasons that immersion students do not attain higher levels of proficiency, especially in terms of grammatical accuracy, lexical variety, and sociolinguistic competence.
Immersion pedagogy needs to integrate a greater focus on language:

- the high levels of oral and written proficiency underlying the academic literacy required for school success are not attainable through only incidental references to language

The integration of language and content is challenging for teachers:

- needs to be systematically addressed through pre-service teacher education and in-service professional development
Proposals for integrating language and content:

- encourage meta-talk and languaging during content-based collaborative tasks
- counterbalance form-focused and content-based instruction in ways that shift attention between form and meaning
- convey subject matter through knowledge relationships actualized in language forms made explicit by teachers
- emphasize how linguistic features construe particular kinds of meanings in discipline-specific ways
Students make linguistic gains when engaged in form-focused instruction that includes:

- noticing activities
- awareness activities
- practice with feedback

Meta-talk tasks provide opportunities for language learning to take place.
Teacher-student interaction promotes language development through questions and feedback that teachers use to provide scaffolding they need in order to understand, participate, and learn language and content.

Display questions check comprehension and verify content mastery, but students benefit from more from questions requesting elaboration, justification, explanation, or exemplification.
Corrective feedback:

- Recasts facilitate the delivery of subject matter and provide helpful scaffolding to learners when target forms are beyond their abilities.
- Prompts are effective for targeting specific language features such as grammatical gender.

Students benefit from a range of feedback.

Immersion classroom discourse patterns vary according to specific instructional settings:

- Most learner repair followed recasts in Japanese immersion classrooms and prompts in French immersion classrooms.
Use of the L2 among peers in 1-way immersion seems to peak around grades 4-5.

Students in 2-way immersion, regardless of language background, show an overall preference for English with peers.

Native speakers of the higher-status language in 2-way classrooms may dominate classroom discourse and negatively impact classroom conversational dynamics.
In 2-way immersion, teachers’ expectations can play a role in determining their students’ language choices.

Teachers can create opportunities for more equitable talk patterns among minority language and majority language students.

Teachers can explicitly teach students the strategies they will need for collaborating and learning language from one another.
Research questions #1-5

- How feasible and effective is focusing on language during subject-matter instruction?
- What skills do teachers need to integrate language and content instruction?
- Can discipline-specific language be identified in ways to help teachers integrate language and content?
- How can form-focused instruction be adapted to accommodate learner needs in 2-way contexts?
- Do observed differences in corrective feedback patterns across immersion contexts differentially affect target language development?
Questions #6-8

- How can L1 be used effectively to benefit L2 learning and what role does student L2 proficiency play in this?
- What is the role of languaging (e.g., collaborative dialogue, private speech) in developing content knowledge and awareness of its links with language?
- What are the most effective types of:
  - collaborative tasks that create optimal conditions for using the non-dominant language in peer interaction?
  - instructional practices that integrate two languages in ways that enhance biliteracy development?
Questions #9-11

- Have curricula been developed to teach culture? If so, what are the effects and, if not, what can be done to remedy the situation?

- To what extent and in what ways is immersion pedagogy driven by culture? What is the effect of culture-based pedagogy on students’ identity development, language development, and academic achievement?

- What assessment tools can we use in immersion that will move students’ language and content learning forward while at the same time satisfying external evaluation requirements?