

Editorial

Welcome to the inaugural issue of the *Journal of Immersion and Content-Based Language Education* (JICB). As an international research journal, JICB publishes multidisciplinary research, theoretical perspectives, and reviews on language immersion programmes and other types of content-based educational programmes around the world that are subject matter-driven and subject matter accountable. Indeed, global demand for immersion education continues to expand, and new programmes are launched each year. Content-based instruction more broadly conceived is also on the rise internationally and is taking many forms. Our wish is that JICB will provide a forum for research on well-established, long-standing immersion and content-based programmes as well as research on new initiatives within the larger field of content-based language education. With this broad focus we aim to connect researchers from a variety of disciplines and thereby contribute to new theoretical paradigms.

Immersion programmes are school-based and aim for academic achievement, additive bilingualism and biliteracy (multilingualism/multiliteracy) and cultural pluralism through increased intercultural competence. Well established in the world since their inception in the 1960s, immersion programmes have several types and target second, foreign, heritage, and indigenous languages. Other content-based language programmes include, for example, language across the curriculum initiatives at the post-secondary level, CBI (content-based instruction) and CLIL (content and language integrated learning) programmes, sheltered second language instruction (in ESL programmes in the U.S., Australia, the UK, e.g.), and so on.

JICB boasts a strong international editorial board with 20 scholars representing immersion and content-based language research in Europe, North and South America, and the Pacific Rim. The geographical spread of the editorial board guarantees broad coverage of the international research field of immersion and content-based instruction. Initially, JICB will be published two times per year, with issues appearing each spring and fall. Each issue will include a series of lengthy research/theoretical/review articles as well as short book reviews. Additionally, in a feature titled “New Perspectives on Research,” each issue will offer a summary of a doctoral dissertation; as part of this feature, at least two scholars will be invited to author commentaries on that work. “New Perspectives on Research” will thus provide an interactive forum with scholars from different parts of the world offering their unique viewpoints on the same piece of research.

Our intention is for the articles in each issue to represent a broad geographic area. We will also periodically publish special issues that may showcase research in a particular geographic region of the world or on a specific topic (such as form-focussed research). In keeping with our commitment to multilingualism, each feature article will be accompanied by an abstract in English and at least one other language; in addition, we will invite authors to furnish extensive summaries of their published articles in a language other than English, and these will be made available on the JICB website.

We begin our inaugural issue with four extensive articles. Fred Genesee and Kathryn Lindholm-Leary open Volume 1, Number 1 with a summary of 45 years of Canadian research on French immersion for majority language students and of U.S. research on dual language education for minority language learners. Next, Stephen May provides an overview of national and international policy issues that have supported the development of indigenous language immersion programmes worldwide and proceeds to describe in depth four exemplars, namely Hawaiian, Navajo and Cherokee programmes in the U.S. and Māori immersion initiatives in his native New Zealand. European research is then showcased with a comprehensive review of classroom discourse research in CLIL contexts, which is co-authored by Tarja Nikula, Christiane Dalton-Puffer, and Ana Llinares. Finally, taking on the somewhat controversial issue of first language use in immersion contexts, Merrill Swain and Sharon Lapkin draw upon key tenets of Vygotskian sociocultural theory of mind to develop principles to guide appropriate language use choices in one-way and two-way immersion contexts.

In the “New Perspectives on Research” feature, we showcase Susan Ballinger’s dissertation work, which addresses the same issue raised in the Swain and Lapkin piece, i.e., cross-linguistic transfer in immersion, but from a pedagogical perspective. She describes the results of an intervention that aimed to bridge the students’ first and second languages through a biliteracy project linking English and French language arts content and through the instruction of reciprocal language learning strategies designed to help students make language learning connections with other students. Offering insightful and thought-provoking commentaries on her study are Tina Hickey and Stella Kong.

We wrap up the first issue with two book reviews, one by David Marsh on a 2012 CLIL text authored by Ana Llinares, Tom Morton and Rachel Whittaker and another by Ester de Jong on a text titled *“Diary of a Bilingual School.”*

We hope that you enjoy reading this first issue and that you will consider JICB as a future outlet for your work.

Siv Björklund and Diane J. Tedick
General Editors