



Student Voices

Long-term Outcomes from a Dual Immersion School

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Focus

Making meaning of language

Glenna began singing a song in Spanish. I turned to Andre and said *“Doesn’t she pick up Spanish fast!”*

Glenna objected, *“I already know Spanish. Say ‘She picks up songs.’”*



Focus

Making meaning of ethnicity

Glenna was wearing a shirt that said “*Viva Puerto Rico.*” Someone asked her if she was Puerto Rican. Confused, she answered that she was Mexican.

Then she asked me if that was true. I told her she was half Puerto Rican. She replied, “*I thought I was Mexican.*”



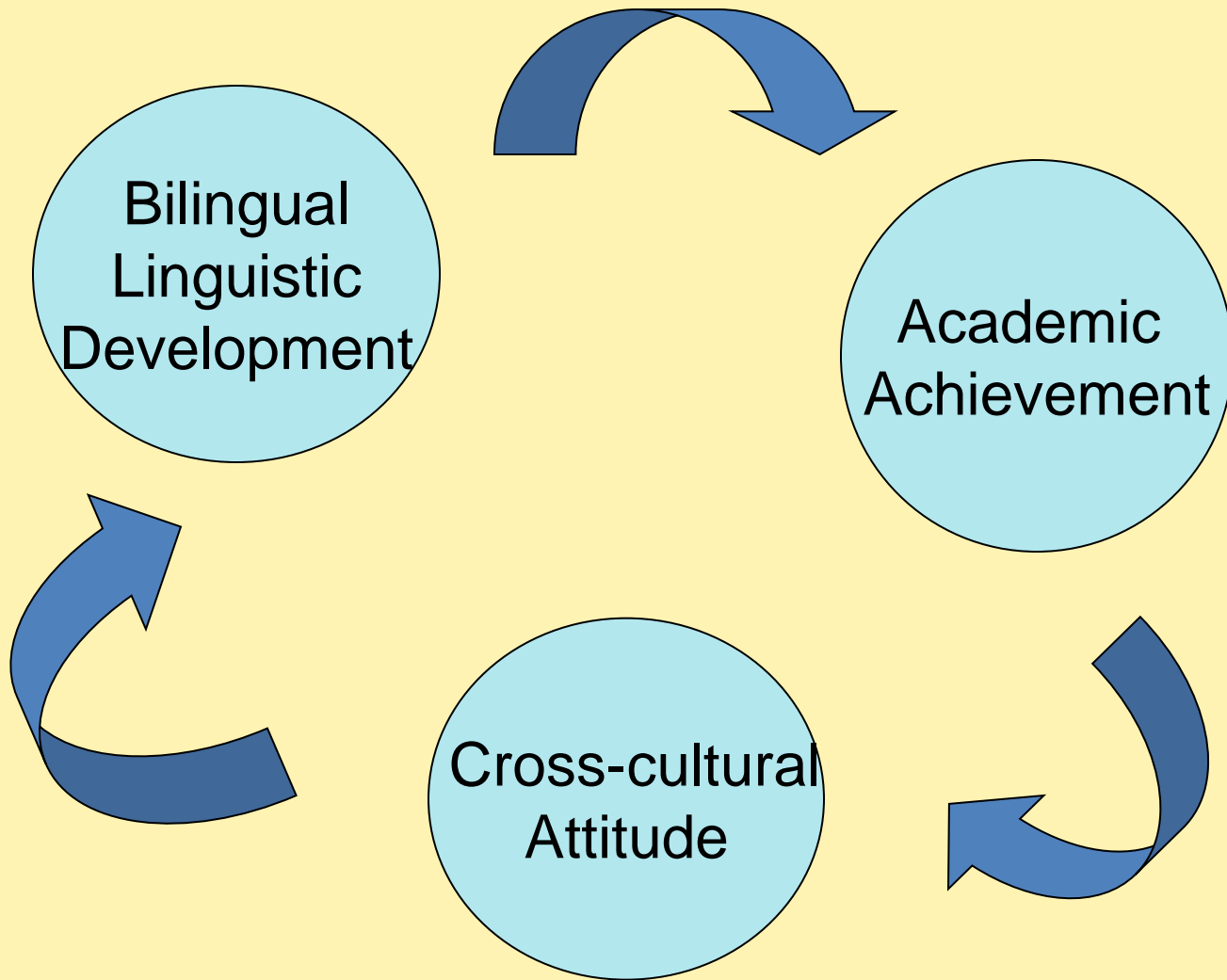
Focus

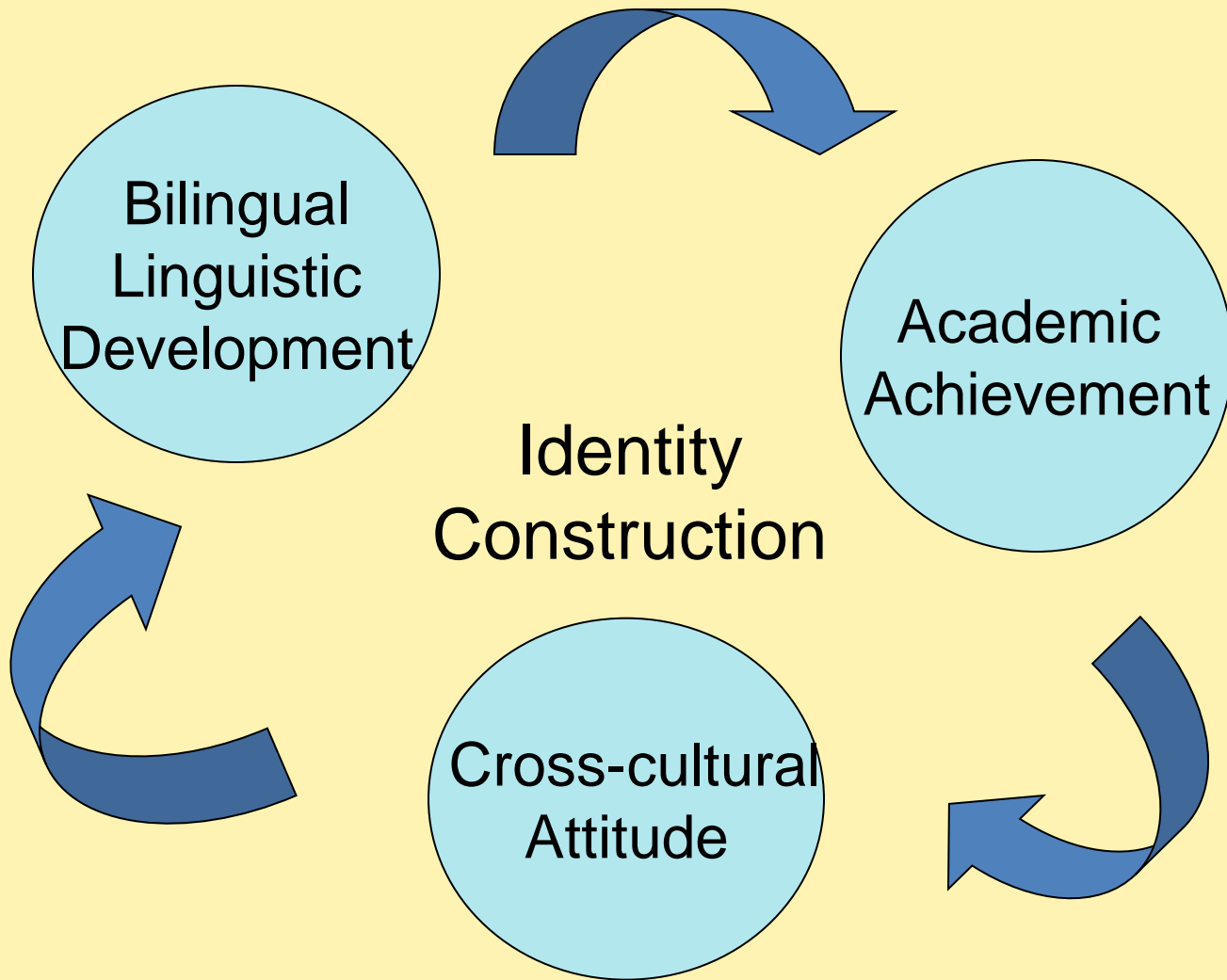
Making meaning of “race”

Glenna looked at her reflection next to mine in the mirror and said, *“Mommy, I look like I’m turning white. I like white. I want to be white.”*

Andre commented that it was good to be brown because then you were both white and black, and joked that he wanted to be blue.

Glenna looked in the mirror and said, *“Mommy, I think I’m turning brown again.”*

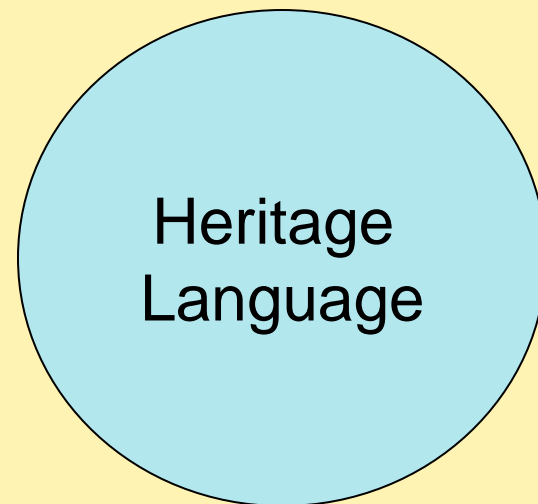
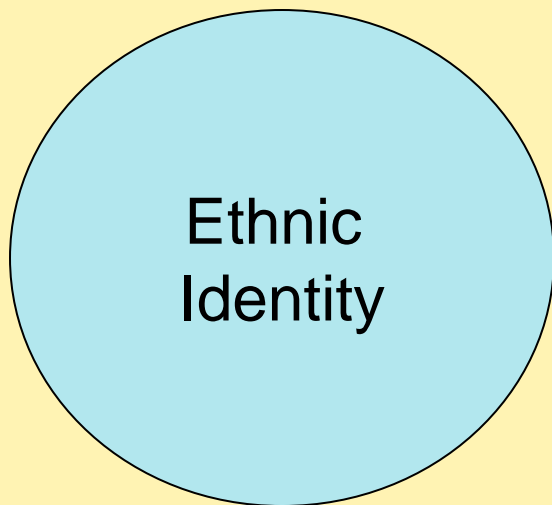


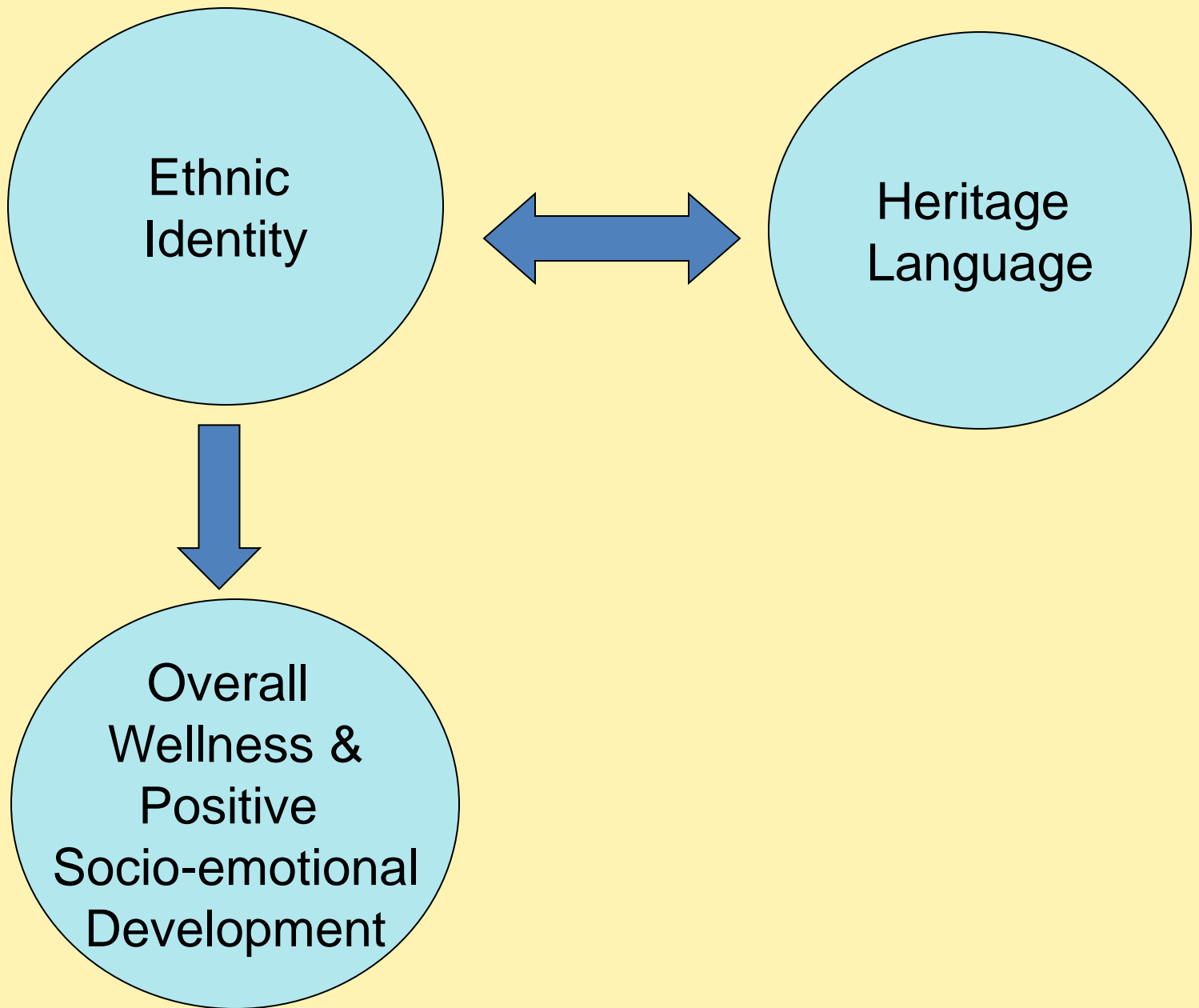


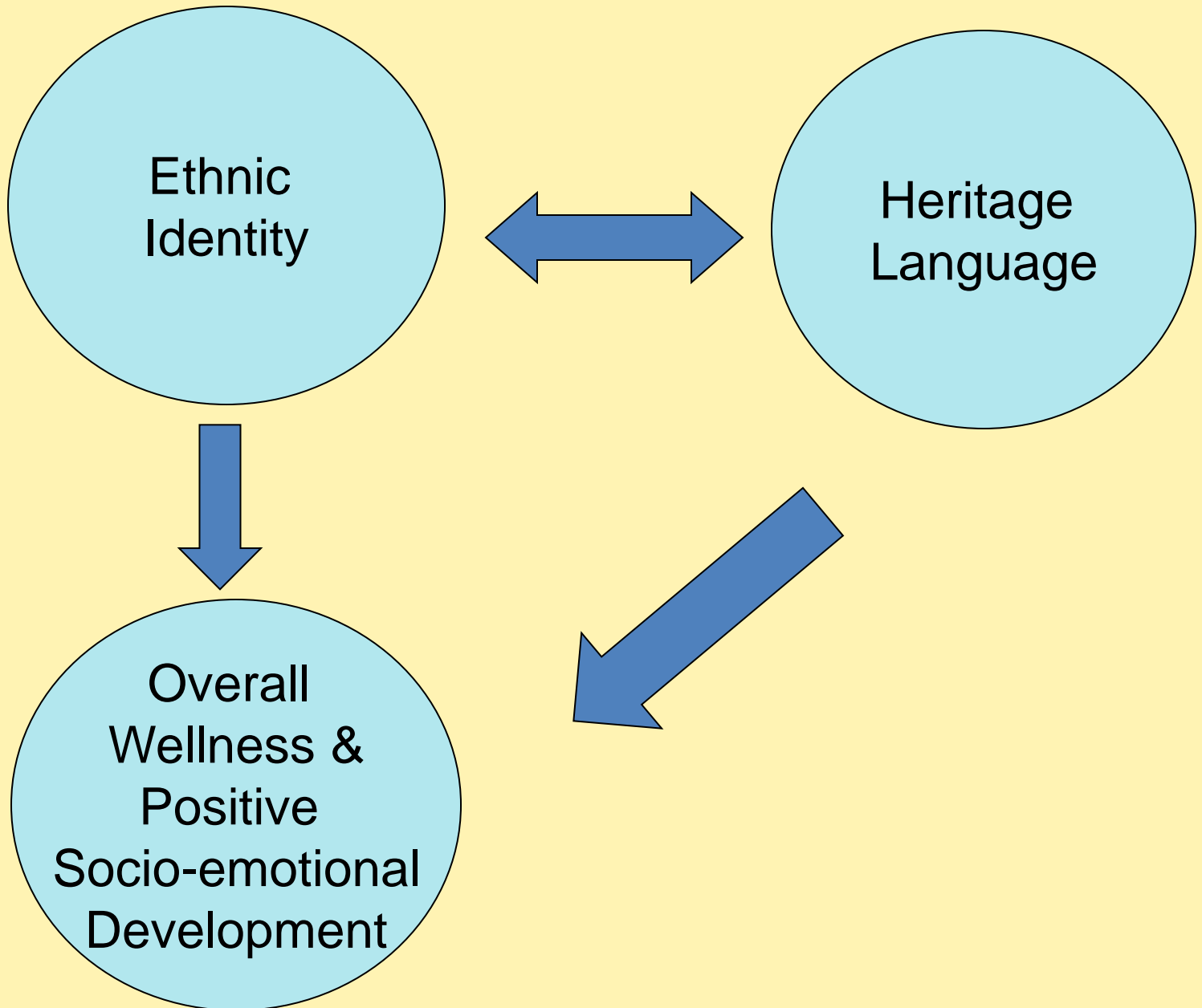


“...if you want to really hurt me, talk badly about my language. Ethnic identity is twin skin to linguistic identity. I am my language.”

Gloria Anzaldúa









Initial theorizing

Dual immersion schooling most strongly impacts the cross-cultural attitudes of students of non-Latino heritage.

Dual immersion schooling most strongly impacts the identity construction of students of Latino heritage.



Language

Identity



Alexis	Female	Salvadoran
Alyssa	Female	Salvadoran/White
Daniella	Female	Cuban/White
Gloria	Female	Puerto Rican
Isabella	Female	Mexican
Jane	Female	White
Katie	Female	White



Krista	Female	White/ <i>One immigrant parent</i>
Michael	Male	African American
Miguel	Male	Mexican
Mischa	Male	White (<i>Jewish</i>)
Sarah	Female	Mexican/ African American
Susanna	Female	Mexican



“I don’t feel like a minority, but I feel like I grew up as a minority.”

Katie



Family influence supportive of school vision

“I think that having very political parents definitely made me more socially and culturally conscious, but being a minority within the school and really having a different experience had a lot to do with my parent’s decision.”


Krista



Community through schooling

“ ... it is like a family thing. Your teachers are like my aunts, my uncles, my cousins.”

Gloria



Inadequate language experiences at secondary/university levels

*“I took four years of Spanish in high school and
it was a complete joke.”*

Mischa



Cognitive benefits

“I feel that voicing my thoughts in another language helps my mind stay sharp and really makes me value communication.”

Mischa



Critical views on the nature of schooling

“I see students from other schools and yeah, they might be smart, but they are kind of like robots. Schools kind of make kids like robots, like whatever they teach they just spit it back out on paper ...”

“I think Inter-American let us be ourselves ...”

Sarah



Instrumental use of language

“Being bilingual makes me feel good because it give me advantages at work, school, and social locations.”

Daniella



Personal instrumental use of language

“Say we are surrounded by a bunch of people and my friend wants to tell me something personal and what she does is tell me in Spanish, so no one will understand ...”

Alexis



“I am the person I am today because of the education I received at Inter-American ... Because I grew up learning about so many different types of cultures and peoples, I am more open to learning about others’ cultures and lifestyles.”

Isabella



“It made me the person I am today – open-minded and eager to learn about cultures.”

Michael



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Isabella

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Michael



Multicultural appreciation

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Isabella

“It made me the person I am today – open-minded and eager to learn about cultures.”

Michael



Pan-Latino cultural awareness

“[At first] I thought that everyone that spoke Spanish was Mexican, to be totally honest with you, and from there I was introduced to Puerto Ricans and people from Colombia. And they think we are the same, but we are so different.”

Miguel



Agency

Although no specific questions were asked about helping others, alumni of all ethnicities expressed the desire to do so.

The word **help** was used repeatedly.



Social justice

“I have been to protests and stuff like that for things like (stopping) police brutality, against the (Iraq) war. I educate myself on immigration rights and read up on things.

So it (Inter-American) influenced who I am, what I want to ingest intellectually, made me question certain things.”

Susanna



Self-esteem

Participants repeatedly describe their bilingualism using such language as *a gift, a privilege, an advantage, and a benefit.*

Participants repeatedly describe themselves using words such as *proud, lucky, special, intelligent, open-minded, and confident.*



“It feels good to go back to Puerto Rico and they don’t call you ‘Gringa Americana.’ I’ll start speaking to them in Spanish and it’s a different ballgame.”

Gloria



“I think I felt like I was Latina.”

Krista



“I don’t necessarily identify with the average white person.”

Katie



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“It was a shock to see just how white the world can be.”

Katie



“People would call us Casper the ghost. I have a lot of great friends from there, but I think there is the larger thing of race relations and how being a white person yet a minority in the school played out.”

Jane



“I don’t really have much of a culture of my own.”

Katie



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Jane

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Katie



Problematic consequences

“It was a shock to see just how white the world can be.”

Katie

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Jane

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Katie



Broad Themes

Family and Community

Schooling

Instrumental Language Use

Sense of Others

Sense of Self

Problematic Consequences



Themes

Family and Community

Family influence supportive of school vision

Community through schooling

Schooling

Inadequate high school/ university language experience

Cognitive benefits of bilingualism

Critical views on the nature of schooling

Instrumental Language Use

Employment/Travel/Professional

Personal



Themes

Sense of Others

Multicultural appreciation

Pan-Latino cultural awareness

Inclusion/Fluidity

Agency/Social Justice

Sense of Self

Empowerment

Self-esteem

Identity in students of Latino heritage/ non-Latino heritage

Problematic Consequences

For white students/ for bicultural students



Nine more voices ...



DIARY OF A
BILINGUAL
SCHOOL



**Sharon Adelman Reyes
& James Crawford**



Amber	Female	White (<i>One Jewish parent</i>)
Andy	Male	Mexican/ White
Cesar	Male	Ecuadorian
Damion	Male	African American/ Filipino
Dylan	Male	White



Enrique (SPED)	Male	Columbian/ Ecuadorian
Leticia	Female	Guatemalan/ White
Manny	Male	Puerto Rican
Veronica	Female	Puerto Rican/ Jewish



Community through schooling

“I have flashbacks at work sometimes of the feeling of Inter-American. Like you walk in and everyone says hello, the siblings, the parents. I think that is part of why I am drawn to my job now.”

Veronica



Critical views on the nature of schooling

“...independence, confidence, and problem-solving abilities were developed ... And having had a very unique educational history left me craving a more diverse education than is offered by most engineering programs.”

“So I did a program in which I was able to take classes in social movements and investigate politics and then to get educated in engineering.”

Dylan



Cross-cultural attitude

or Identity?

“[My years at Inter-American] made me feel culturally, artistically, politically, and emotionally attached to Latin America.”

Amber

A group of diverse people, including a woman with glasses and a man with a beard, are gathered around a table, looking at a laptop screen. The image is framed with a dark, textured border.

Cross-cultural attitude

or Identity?

"I don't feel like a minority, but I feel like I grew up as a minority ..."

"It gives me a different perspective and I'm a lot more empathetic to people that are minorities in whatever situation they're in."

Katie



Findings Related to initial theorizing

Alumni of all backgrounds had both a strong sense of others and of self (identity).

Alumni of Latino and non-Latino heritage constructed identity differently.

Sense of others appears to be part of identity construction in alumni of all backgrounds.



Additional findings

Alumni of all backgrounds were keenly aware of instrumental advantages of their bilingualism.

Family and school community provided the context for alumni development.

A curriculum that encouraged critical/creative thinking provided further context.

There were some problematic consequences for alumni not of Latino heritage.



Unanswered questions

How did socio-economic class and professional/ ideological background of parents impact findings?

How did schooling impact students who were becoming trilingual/those of other ethnicities?

What is the link between curriculum, identity, and language?



What is the link between curriculum and language?



DIARY OF A
BILINGUAL
SCHOOL



**Sharon Adelman Reyes
& James Crawford**



**What is the link between
identity and language?**



VOICES
FROM A
DUAL IMMERSION
SCHOOL

Sharon Adelman Reyes



Learning is most effective when it is made personal and emotional ...

... and when it is about teaching people to learn about themselves.

Elwyn Stuart Richardson
Director/Teacher (from 1949 – 1962)
Oruaiti (experimental) School
Northland, New Zealand



Identity



Correlation of Family Variables and Psycho-social Outcomes with Type of Language Adaptation

	<u>Fluent Bilingual</u>	<u>English Monolingual</u>	<u>Limited Bilingual</u>	<u>Foreign Monolingual</u>
Family Conflict	46.1	53.0	53.8	48.7
Family Solidarity	30.1	27.6	27.7	30.2
Self-Esteem	3.58	3.44	3.14	3.19
Educational Aspirations	75.4%	69.9%	52.6%	56.1%

Portes & Hao, 2002



“Educational policies that promote complete linguistic assimilation contain hidden costs for these (immigrant) children, depriving them of a key social resource at a critical juncture in their lives. Family relations and personality development suffer accordingly.

“Cut these moorings and children are cast adrift in a uniform monolingual world. They, their families, and eventually the communities where they settle will have to pay the price.”

Portes & Hao (2002)



Citations

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.

Portes, A., & Hao, L. (2002). The price of uniformity: language, family, and personality adjustment in the immigrant second generation. *Ethnic and Racial Studies*, 25(6), 889-912.



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