

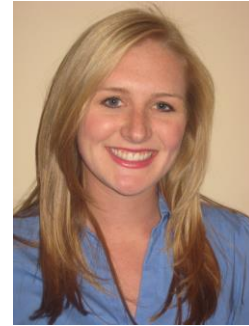


**Title of Project:**

Language and Identity in Dual Language Immersion:  
A Comparative Study of Being and Becoming Bilingual

**Researcher:**

Laura Hamman  
University of Wisconsin-Madison  
[lhamman@wisc.edu](mailto:lhamman@wisc.edu)



Laura Hamman

**Research Supervisor:**

Prof. Margaret Hawkins  
University of Wisconsin-Madison  
[maggie.hawkins@wisc.edu](mailto:maggie.hawkins@wisc.edu)

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**Project Summary:**

Dual language immersion (DLI) has become an increasingly popular program for meeting the instructional needs of language minority students. However, a growing body of scholarly literature contests the model's strict language separation, arguing that it stems from monolingual bias that does not accurately represent the dynamic nature of bilingualism. García (2009) has proposed the term translinguaging to reframe and validate the fluid linguistic resources of emergent bilinguals. While the empirical base for translinguaging continues to grow, much remains unknown about how students and teachers employ translinguaging as a meaning-making and pedagogical tool—or how it shapes classroom power dynamics. Furthermore, it is not well understood how students make sense of the process of becoming bilingual or how alternative pedagogies that promote critical language awareness might lead to more equitable learning environments.

Framed within the understanding of language-as-practice (Blommaert et al., 2005), this yearlong comparative case study (Stake, 2005) explores how translinguaging practices shape student learning and how multilingual pedagogies might reveal students' perspectives of their emerging bilingualism. Taking into account the larger sociopolitical context and acknowledging student agency, this study considers how local ideological discourses and programmatic design influence student "investment" (Darvin & Norton, 2015) in becoming bilingual. Findings will provide a critical lens on whose interests are served by the existing model and explore how language, ideology, and identity intersect in DLI classrooms. Additionally, by interrogating classroom dynamics and collaboratively designing alternative pedagogies, this study will reveal if and how dual language classrooms can become transformative learning spaces.