



**Title of Project**

Equity, Interdependence, and Belonging: Brazilian Immigrant Children's Experiences in a Dual Language Bilingual Education Program and Community Spaces in the United States

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**TIRF Research Topic Investigated**

Migrants and Refugees: Teaching and Assessing English

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**Project Summary**

Zeroing in on a city in Massachusetts, United States that has seen a surge in Brazilian immigrants, this year-long ethnographic study proposes an in-depth exploration of the schooling and education experiences of 40 second-grade Brazilian immigrant children in a dual language bilingual education (DLBE) program (Portuguese-English). It also examines how a group of 10 focal Brazilian children engage in literacies that are based on Latinx communities' cultural practices of interdependence and construct a sense of belonging in their school and community spaces (e.g., homes).

To accomplish these goals, this project mobilizes ethnographic methods of data generation, including participant observation, interviews (e.g., DLBE teachers, parents), and child-centered research activities. This study uses a theoretical framework that juxtaposes the anthropology and sociology of immigration and education (Bartlett & García, 2011; Valenzuela, 1999) and literacy of interdependence (Ghiso, 2016) that "link individual flourishing with community wellbeing through their care work in supporting their families" (p. 3). Illuminating how institutional demands, educators' practices, and local social structures shape the education experiences of language-minoritized students, this project contributes to the continued improvement of language education policy in Massachusetts in ways that are responsive to these students' needs. Findings from this study can also inform the implementation of new dual language and bilingual programs nationwide, as this type of bilingual education program continues to grow in popularity. Finally, this study also supports culturally sustaining DLBE curriculum development, instruction, and assessment, providing tangible contributions for English language educators to create more inclusive spaces for young immigrant students.