



The International Research Foundation
for English Language Education

Title of Project

Making Space to "Be Ourselves": Brazilian Immigrant Children as Two-Way Immersion Program Implementers and Transborder Thinkers

Researcher

Mariana Lima Becker
Boston College



Mariana Lima Becker

Research Supervisor

Dr. Gabriella Oliveira
Boston College

TIRF Research Topic Investigated

Migrants and Refugees: Teaching and Assessing English

Final Report

Motivation for the Research

U.S. public schools are on the verge of a new demographic era, with projections showing that by 2050, more than one-third of U.S. children younger than 17 will be either immigrants themselves or the children of at least one immigrant parent (Tamer, 2014). Brazilian migration to the United States has tripled since 2018, with more Brazilian immigrant families being apprehended at the U.S.-Mexico border than in prior years (Simas, 2021). Recent estimates suggest that 1.7 million Brazilians now live in the U.S. (Lellis, 2021), with Massachusetts being the U.S. state with the highest concentration of Brazilian nationals (Ministério das Relações Exteriores, 2016). Despite these figures, the lived experiences of Portuguese-speaking Latinx im/migrants in the United States have been understudied in the migration and education scholarship, and U.S. schools continue to base their instruction and curricula on available resources in Spanish as a false equivalent to Portuguese. With migration flows to the U.S. intensifying in response to political, economic, environmental, and social causes around the world, researchers must support schools in developing appropriate responses to the growing numbers of migrants from linguistic and cultural backgrounds that are less dominant and familiar to school personnel. This ethnographic study addresses this issue by centering the experiences of Portuguese-speaking, Brazilian immigrant children (5-8 years old) in a Two-Way Immersion (TWI) bilingual education program (Portuguese-English) in the U.S. state of Massachusetts.

Research Questions

Given the limited understanding of Brazilian immigrant children's educational lives and the importance of centering non-dominant students' funds of knowledge to support learning, the following research questions guided this study:

1. How are the educational experiences of a group of Brazilian immigrant children shaped by their participation in the newly-implemented TWI program (Portuguese-English) at a public elementary school?



- a. How does this group of Brazilian immigrant children contribute to the day-to-day implementation of the new TWI program? How are their contributions perceived by educators and school staff members serving at the school?
 - b. How are the transborder experiences of this group of Brazilian immigrant children leveraged as they (co-)create knowledge in TWI classrooms?
2. How did remote learning during the Covid-19 pandemic shape this group of Brazilian immigrant children's bilingual educational experiences in the 2020-2021 school year?

Research Methodology

This ethnographic study (Emerson et al., 2011) was conducted primarily at a Portuguese-English TWI program established in the 2018-2019 school year at Parker Elementary School (pseudonym), located in a city in Massachusetts with a long history of Brazilian immigration. TWI programs aim to support the English development and native-language maintenance of minoritized students while allowing English-speaking children to learn a foreign language in the same classrooms (Cervantes-Soon, 2014). The study explored the educational experiences of 87 children across four TWI classrooms during three calendar years (August 2018 – May 2021), from the beginning of their studies in kindergarten and first grade until the end of their school year in second grade and third grade, respectively. From this cohort of 87 students, 70 children had a recent Brazilian immigrant background, being either first-generation (i.e., born in Brazil and later migrated to the U.S.) or second-generation (i.e., born in the U.S. to Brazilian parent[s]) immigrants. Data sources include: (a) three to four hours of weekly participant observations (Emerson et al., 2011) in person (August 2018 – early March 2020) and online (September 2020 – March 2021) (~500 hrs. total); (b) Participant observations at 10 school events and staff meetings (~30 hrs.); (c) 22 qualitative semi-structured interviews (Weiss, 1994) with 17 school staff members (~26 hrs.); and (d) life story interviews (Rios, 2011) with eight Brazilian immigrant caregivers (~15 hrs. of audio-recording).

Summary of Findings

In this section, I report three major findings of this multi-year dissertation study. First, I found that Brazilian immigrant students were key implementers of the new TWI program at Parker Elementary through the everyday practices of language brokering and by infusing (and thus enriching) the instruction they received with narratives of transborder ties and experiences. However, this study also documented the ambivalent relationship that the school personnel had with Brazilian immigrant students in the focal K-3 bilingual classrooms. On one hand, educators in the TWI program incorporated Brazilian cultural aspects in their teaching of Portuguese, which allowed immigrant students to take pride and ownership over their lessons. The teachers noticed and valued newcomer immigrant students for creating a Portuguese-rich environment and bringing stories from Brazil to class. On the other hand, the children of immigrants (second-generation students) were often constructed as trapped “in-between” languages and pinned by teachers as the ones who “unbalanced” TWI classrooms. Overall, Brazilian immigrant students were not seen by school staff members as key implementers of the TWI program. The children were also not seen in ways that recognized the multidimensionality of their experiences and identities, especially as educators prioritized ways to promote more Portuguese usage. School personnel's descriptions of Brazilian students as bringing behavioral issues to the school and the dichotomous ranking of newcomers and second-generation immigrants point to the colonial logic

and thinking (Dyrness & Sepúlveda, 2020) that undergirded perceptions and practices in the day-to-day implementation of the new language program.

Second, this study found that elementary-aged, Brazilian immigrant students composed complex narratives about the different sides of the U.S.-Brazil “ponte aérea” in less supervised spaces of their TWI classrooms. I propose the term “ponte aérea” (air bridge) to recognize that border crossing into the U.S. for Brazilian im/migrants involves some degree of air traveling, often along well-established routes that connect these locations. Such narratives reflected and co-created subaltern knowledge, as the students collectively shared their (hi)stories of straddling across space and time in contexts of liminality and power differences (Cervantes-Soon & Carrillo, 2016). However, while these students’ narratives were noticed by classroom educators, they were not seen as a form of intelligence that connects to and can inform academic learning. In interviews, TWI teachers outlined a variety of obstacles that prevented them from centering learners’ transborder experiences, narratives, and epistemologies in their teaching, including fear of parental pushback and the students’ young age. Educators also expressed willingness to eventually approach narratives of im/migration—as long as they abided by the epistemological constraints of modern ideals of childhood (Arenhart, 2016). This reveals yet another layer of colonial logics that shaped the focal children’s bilingual schooling.

Lastly, this study also reported on the focal Brazilian immigrant children’s adaptation to remote learning during the Covid-19 pandemic. “Muted microphones” and the pervasiveness of teacher supervision/surveillance restricted the children’s ability to spontaneously speak in class and interact with one another on their own terms. However, similar to pre-pandemic dynamics, the students resisted being positioned as mere recipients of their education and the hyperfocus on language in ways that are artificially detached to their identities. Young immigrant children in this study used playfulness to puncture through walls of monoglossic language policies, institutional demands, and epistemological borders during TWI remote learning. For example, the children used the chat box function on Google Meet, under their teachers’ radar, to nurture relationships at a time of social isolation and engage in language and cultural brokering. This study also elucidates the crucial role of Brazilian immigrant parents in their children’s everyday remote education, including through practices of redirection and getting them “ready to learn.”

Implications

The major findings described above provide a nuanced portrait of a group of Brazilian immigrant students’ educational experience before and during the Covid-19 pandemic. The three major findings together contribute to one main argument: TWI schooling offered bilingualism to immigrant children at the expense of centering the complexities of their everyday practices, identities, knowledges, and lived experiences. This argument leads me to propose an emphasis on immigrant childhoods and pedagogies of border thinking in TWI programming. Pedagogies of border thinking are aimed at giving immigrant students the opportunity to recognize and cultivate their knowledges, critically examine their realities vis-à-vis power asymmetries, and develop identities as agents of change (Cervantes-Soon & Carrillo, 2016).

Furthermore, in TWI programs with partner languages other than Spanish, there are exacerbated asymmetries (Amrein & Peña, 2000) that require specific policy considerations. Perceptions of the (lack of) utility of languages like Portuguese, compounded by the association of minoritized



languages with high levels of immigration into local communities, may further marginalize immigrant students and heighten tensions in the implementation of a new language program (Oliveira et al., 2020). The hegemony of the English language in the larger social context feeds into the challenges reported by school and district officials to recruit well-prepared bilingual teachers in languages other than Spanish. Additionally, while teachers in Spanish-English bilingual classrooms perform additional, unpaid duties in comparison to their counterparts in the general education strand (Amos, 2016), these dynamics are also exacerbated in programs with partner languages other than Spanish. From the inception of the focal program, there were no curricular materials available in Portuguese nor assessments, mentor texts, or books for classroom libraries. Brazilian bilingual teachers had to create or translate everything from scratch. These dynamics may have placed added barriers to educators' ability to listen to their students and incorporate their funds of knowledge into their curriculum and instruction.

As such, for the implementation of TWI programs in languages that are less dominant or perceived as less "useful" to U.S. Euro-American groups, policies are needed to increase the allocation of resources to these programs. There is also a need for policies that urge teachers and leaders to take on the responsibility to learn about the cultural practices and the community of the students they serve (Espinoza et al., 2021). This learning process must be accompanied by an assets-based framing of immigrant communities (Lowenhaupt & Hopkins, 2020) and geared toward the enactment of humanizing school-based practices that sustain communities' knowledge and ways of being (Paris, 2012). It is also crucial that TWI program policies encourage bilingual teachers' social justice advocacy for their students and communities as well as support these educators in enacting more holistic bilingual identities (Venegas-Weber, 2018), drawing on their cultural intuitions and lived experiences as immigrants.

References

- Abu El-Haj, T. R. (2015). *Unsettled belonging: Educating Palestinian American youth after 9/11*. University of Chicago Press.
- Abrego, L. J. (2014). *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford University Press.
- Adair, J. K., & Colegrove, K. S. S. (2021). *Segregation by experience: Agency, racism, and learning in the early grades*. University of Chicago Press.
- Adair, J. K., Colegrove, K. S. S., & McManus, M. E. (2017). How the word gap argument negatively impacts young children of Latinx immigrants' conceptualizations of learning. *Harvard Educational Review, 87*(3), 309-334.
- Alamillo, L., Yun, C., & Bennett, L. H. (2017). Translanguaging in a Reggio-inspired Spanish dual-language immersion programme. *Early Child Development and Care, 187*(3-4), 469-486.
- Alfaro, C. (2019). Preparing critically conscious dual-language teachers: Recognizing and interrupting dominant ideologies. *Theory into Practice, 58*(2), 194-203.
- Alfaro, C., & Bartolomé, L. (2017). Preparing ideologically clear bilingual teachers: Honoring working-class non-standard language use in the bilingual education classroom. *Issues in Teacher Education, 26*(2), 11-34.
- Allard, E., Mortimer, K., Gallo, S., Link, H., & Wortham, S. (2014). Immigrant Spanish as liability or asset? Generational diversity in language ideologies at school. *Journal of Language, Identity & Education, 13*(5), 335-353.
- Alvarez, S. (2014). Translanguaging tareas: Emergent bilingual youth as language brokers for homework in immigrant families. *Language Arts, 91*(5), 326-339.
- Alvarez, S. (2017). Brokering literacies: Child language brokering in Mexican immigrant families. *Community Literacy Journal, 11*(2), 1-15.
- Amnesty International. (2020, December 2). *Brazil: Accelerating deforestation of Amazon a direct result of Bolsonaro's policies*.
<https://www.amnesty.org/en/latest/news/2020/12/brazil-accelerating-deforestation-of-amazon-a-direct-result-of-bolsonaros-policies/>
- Amos, Y. T. (2016). Wanted and used: Latina bilingual education teachers at public schools. *Equity & Excellence in Education, 49*(1), 41-56.
- Amrein, A., & Peña, R. A. (2000). Asymmetry in dual language practice. *Education Policy Analysis Archives, 8*(8), 1-17.
- Anthony-Stevens, V., & Stevens, P. (2017). 'A space for you to be who you are': An ethnographic portrait of reterritorializing Indigenous student identities. *Discourse: Studies in the Cultural Politics of Education, 38*(3), 328-341.

- Antonini, R. (2016). Caught in the middle: Child language brokering as a form of unrecognized language service. *Journal of Multilingual and Multicultural Development*, 37(7), 710-725.
- Anzaldúa, G. (1987). *Borderlands/la frontera: The new mestiza* (5th edition). Aunt Lute Books.
- Arenhart, D. (2016). *Culturas infantis e desigualdades sociais*. Editora Vozes Limitada.
- Bajaj, M., Ghaffar-Kucher, A., & Desai, K. (2016). Brown bodies and xenophobic bullying in US schools: Critical analysis and strategies for action. *Harvard Educational Review*, 86(4), 481-505.
- Bak, M. & von Brömssen, K. (2010). Interrogating childhood and diaspora through the voices of children in Sweden. *Childhood*, 17(1), 113-128.
- Baquedano-López, P., Alexander, R. A., & Hernández, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182.
- Bartlett, L., Oliveira, G., & Ungemah, L. (2018). Cruel optimism: Migration and schooling for Dominican newcomer immigrant youth. *Anthropology & Education Quarterly*, 49(4), 444-461.
- Bartolomé, L. (2011). Literacy as comida: Learning to read with Mexican novelas. In M. de la L. Reyes (Ed.), *Words were all we had: Becoming biliterate against the odds* (p. 49-59). Teachers College Press.
- Basch, L., Schiller, N. G., & Blanc, C. S. (1994). *Nations unbound: Transnational projects: Postcolonial predicaments, and deterritorialized nation-states*. Gordon and Breach.
- Bauer, E. B., Colomer, S. E., & Wiemelt, J. (2020). Biliteracy of African American and Latinx kindergarten students in a dual-language program: Understanding students' translanguaging practices across informal assessments. *Urban Education*, 55(3), 331-361.
- Bayley, R., Hansen-Thomas, H., & Langman, J. (2005). Language brokering in a middle school science class. In J. Cohen, K. T. McAlister, K. Rolstad, & J. MacSwan (Eds.), *Proceeding of the 4th international symposium on bilingualism* (pp. 223-232). Cascadilla Press.
- Becker, D. B. (2006). The Brazilian immigrant experience: A study on the evolution of a Brazilian community in Somerville and the greater Boston area. *Urban Borderlands Records. Tufts Digital Collections and Archives*.
- Behar, R. (2007). Ethnography in a time of blurred genres. *Anthropology and Humanism*, 32(2), 145-155.
- Bellino, M. J. (2017). *Youth in postwar Guatemala: Education and civic identity in transition*. Rutgers University Press.
- Bhabha, J. (2009). The "mere fortuity of birth"? Children, mothers, borders, and the meaning of citizenship. In S. Benhabib & J. Resnik (Eds.), *Migrations and mobilities: Citizenship, borders, and gender* (pp. 187-227). New York University Press.

- Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229–235.
- Block, N. (2011). The impact of two-way dual-immersion programs on initially English dominant Latino students' attitudes. *Bilingual Research Journal*, 34(2), 125-141.
- Boehm, D. A. (2008). “Now I am a man and a woman!” Gendered moves and migrations in a transnational Mexican community. *Latin American Perspectives*, 35(1), 16-30.
- Brownell, C. (2021). Playing through tragedy: A critical approach to welcoming children’s social worlds and play as pedagogy. *Occasional Paper Series*, 45, 1-16.
- Brownell, C. J. (2022). Writing rights to right wrongs: A critical analysis of young children composing nationalist narratives as part of the larger body politic. *AERA Open*, 8(1), 1-13.
- Brownell, C. J., & Rashid, A. (2020). Building bridges instead of walls: Engaging young children in critical literacy read alouds. *Journal of Curriculum Studies Research*, 2(1), 76-94.
- Bruhn, S. (2022). “Me cuesta mucho”: Latina immigrant mothers navigating remote learning and caregiving during COVID-19. *Journal of Social Issues*, 1-22.
- Brutt-Griffler, J., & Jang, E. (2019). Dual language programs: An exploration of bilingual students’ academic achievement, language proficiencies and engagement using a mixed methods approach. *International Journal of Bilingual Education and Bilingualism*, 1, 1-22.
- Calderon, D. (2014). Uncovering settler grammars in curriculum. *Educational Studies*, 50(4), 313-338.
- Campbell, K. (2015). *Sister Cities and Diaspora: From Diaspora to Potential Sister City Partnership*. [Thesis, Malmo University]. <https://www.diva-portal.org/smash/get/diva2:1481125/FULLTEXT01.pdf>
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied linguistics review*, 2(1), 1-28.
- Carales, V. D., & López, R. M. (2020). Challenging deficit views of Latinx students: A strength based perspective. *New Directions for Community Colleges*, 2020(190), 103-113.
- Cardoso, F. H. (1977). The consumption of dependency theory in the United States. *Latin American Research Review*, 12(3), 7-24.
- Carhill-Poza, A. (2018). Silenced partners: Language learning and the role of bilingual peers in high school. *Teachers College Record*, 120(11), 1-28.
- Carreón, G. P., Drake, C., & Barton, A. C. (2005). The importance of presence: Immigrant parents’ school engagement experiences. *American Educational Research Journal*, 42(3), 465-498.
- Carter, P. L. (2005). *Keepin' it real: School success beyond black and white*. Oxford University Press.

- Center for Applied Linguistics. (2026). *Two-Way Immersion*. <https://www.cal.org/twi/>
- Cervantes-Soon, C. G. (2014). A critical look at dual language immersion in the new Latin@ diaspora. *Bilingual Research Journal*, 37(1), 64–82.
- Cervantes-Soon, C. G. (2017). *Juárez girls rising: Transformative education in times of dystopia*. University of Minnesota Press.
- Cervantes-Soon, C. G., & Carrillo, J. F. (2016). Toward a pedagogy of border thinking: Building on Latin@ students' subaltern knowledge. *The High School Journal*, 99(4), 282-301.
- Cervantes-Soon, C. G., Degollado E. D., & Nuñez, I. (2021). The Black and Brown search for agency: African American and Latinx children's plight to bilingualism in a two-way dual language program. In N. Flores, A. Tseng, & N. Subtirelu (Eds.), *Bilingualism for all? Raciolinguistic perspectives on dual language education in the United States* (pp. 199-219). Multilingual Matters.
- Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, 41(1), 403-427.
- Ciarnienè, R., & Kumpikaitë, V. (2008). The impact of globalization on migration processes. *Social Research*, 3(13), 42-48.
- Chang-Bacon, C. K. (2021). Monolingual language ideologies and the idealized speaker: The “new bilingualism” meets the “old” educational inequities. *Teachers College Record*, 123(1), 1-28.
- Chang-Bacon, C. K., Lima Becker, M., & Oliveira, G. (forthcoming). Contingent commodification: Brazilian students and the gentrification of Portuguese-English dual language programming. In G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual Language bilingual education: Solution-oriented research and stakeholder resources* (pp. 61-81). Multilingual Matters.
- Chavez, L. (2008). *The Latino threat: Constructing immigrants, citizens and the nation*. Stanford University Press.
- Chávez-Moreno, L. C. (2018). *A critical race ethnography examining dual-language education in the new Latinx diaspora: Reinforcing and resisting bilingual education's racial roots*. [Doctoral dissertation, The University of Wisconsin – Madison]. ProQuest. <https://www.proquest.com/openview/025875e7899c548aedcbba622e658995/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Chávez-Moreno, L. C. (2021). Dual language as white property: Examining a secondary bilingual-education program and Latinx equity. *American Educational Research Journal*, 58(6), 1107-1141.
- Chirot, D., & Hall, T. D. (1982). World-system theory. *Annual Review of Sociology*, 8(1), 81-106.

- Christou, M. & Spyrou, S. (2012). Border encounters: How children navigate space and otherness in an ethnically divided society. *Childhood*, 19(3), 302-316.
- Clark, E., Fredricks, K., Woc-Colburn, L., Bottazzi, M. E., & Weatherhead, J. (2020). Disproportionate impact of the COVID-19 pandemic on immigrant communities in the United States. *PLOS Neglected Tropical Diseases*, 14(7), 1-9.
<https://journals.plos.org/plosntds/article?id=10.1371/journal.pntd.0008484>
- Cobb, J. S., & Hoang, K. K. (2015). Protagonist-driven urban ethnography. *City & Community*, 14(4), 348-351.
- Coe, C. (2011). What is love? The materiality of care in Ghanaian transnational families. *International Migration*, 49(6), 7-24.
- Collier, V. P., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE journal of research and practice*, 2(1), 1-20.
- Colorín Colorado. (n./d.) *Bilingual & dual-language education*.
<https://www.colorincolorado.org/bilingual-dual-language-education>
- Compton-Lilly, C., Kim, J., Quast, E., Tran, S., & Shedrow, S. (2019). The emergence of transnational awareness among children in immigrant families. *Journal of Early Childhood Literacy*, 19(1), 3-33.
- Conradson, D. (2003). Geographies of care: spaces, practices, experiences. *Social & Cultural Geography*, 4(4), 451-454.
- Cortina, R., Makar, C., & Mount-Cors, M. F. (2015). Dual language as a social movement: Putting languages on a level playing field. *Current Issues in Comparative Education*, 17(1), 5-16.
- Costa, R. G. R., Cohen, S. C., & Soterio, C. N. (2018). Elias Cynamon e o programa do Rio Doce (Sesp): Contribuição de fontes para a história das ações de saúde e saneamento no Brasil, 1952-1960. *História, ciências, saúde - Manguinhos*, 25(1), 245-259.
- Coyoca, A. M., & Lee, J. S. (2009). A typology of language-brokering events in dual-language immersion classrooms. *Bilingual Research Journal*, 32(3), 260-279.
- Crawford, J. (2004). *Educating English learners: Language diversity in the classroom*. Bilingual Education Services Inc.
- Crédit Agricole Group. (2022). *Brazil: economic and political overview*.
<https://international.groupecreditagricole.com/en/international-support/brazil/economic-overview>
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222-251.
- Dabach, D. B. (2015). “My student was apprehended by immigration”: A civics teacher's breach of silence in a mixed-citizenship classroom. *Harvard Educational Review*, 85(3), 383-412.

- de Jong, E. (2006). Integrated bilingual education: An alternative approach. *Bilingual Research Journal*, 30(1), 23–44.
- de Jong, E. J. (2014). Program design and two-way immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(2), 241-256.
- Degollado, E. D., Nuñez, I., & Romero, M. A. (2022). Border Literacies: A critical literacy framework from Nepantla. In J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & R. S. De Roock (Eds.), *The handbook of critical literacies* (pp. 456-464). Routledge.
- Delgado, V. (2022). Civic engagement and Latina immigrant mothers' remote learning involvement during COVID-19. *Sociological Forum*, 38(1), 192-213.
- Delgado, V. (2023). Uncovering youth's invisible labor: Children's roles, care work, and familial obligations in Latino/a immigrant families. *Social Sciences*, 12(1), 36.
- Delgado-Gaitan, C. (1991). Involving parents in the schools: A process of empowerment. *American journal of Education*, 100(1), 20-46.
- de los Ríos, C. V., & Molina, A. (2020). Literacies of refuge: “Pidiendo posada” as ritual of justice. *Journal of Literacy Research*, 52(1), 32-54.
- Denov, M. & Akesson, B. (2013). Neither here nor there? Place and placemaking in the lives of separated children. *International Journal of Migration, Health, and Social Care*, 9(2), 56-70.
- DeNicolò, C. P., Yu, M., Crowley, C. B., & Gabel, S. L. (2017). Reimagining critical care and problematizing sense of school belonging as a response to inequality for immigrants and children of immigrants. *Review of Research in Education*, 41(1), 500-530.
- Denton, M., & Borrego, M. (2021). Funds of knowledge in STEM education: A scoping review. *Studies in Engineering Education*, 1(2), 71–92.
- Díaz-Strong, D., Gómez, C., Luna-Duarte, M. E., & Meiners, E. R. (2010). Dreams deferred and dreams denied. *Academe*, 96(3), 28–31.
- Di Stefano, M., & Camicia, S. P. (2018). Transnational civic education and emergent bilinguals in a dual language setting. *Education Sciences*, 8(3), 128.
- Dorner, L. (2011). US immigrants and two-way immersion policies: The mismatch between district designs and family experiences. In D. J. Tedick, D. Christian, & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 231-250). Multilingual Matters.
- Dorner, L. (2016). *The outstanding opportunities, but persistent challenges, of dual language education*. University of Missouri.
- Dorner, L. M., Orellana, M. F., & Jiménez, R. (2008). “It’s one of those things that you do to help the family” language brokering and the development of immigrant adolescents. *Journal of Adolescent Research*, 23(5), 515-543.

- Dorner, L. M., Orellana, M. F., & Li-Grining, C. P. (2007). "I helped my mom," and it helped me: Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*, 113(3), 451-478.
- Dreby, J. (2007). Children and power in Mexican transnational families. *Journal of Marriage and Family*, 69(4), 1050-1064.
- Dreby, J. (2010). *Divided by borders: Mexican migrants and their children*. University of California Press.
- Dreby, J., & Adkins, T. (2010). Inequalities in transnational families. *Sociology Compass*, 4(8), 673-689.
- Dreby, J., & Adkins, T. (2011). The strength of family ties: How US migration shapes children's ideas of family. *Childhood*, 19(2), 169-187.
- Duffy, M. (2011). *Making care count: A century of gender, race, and paid care work*. Rutgers University Press.
- Duneier, M. (2011). How not to lie with ethnography. *Sociological Methodology*, 41(1), 1-11.
- Dunn, K. M. (2005). A paradigm of transnationalism for migration studies. *New Zealand Population Review*, 31(2), 15-31.
- Durán, L., & Aguilera, M. (2022). Walls, bridges, borders, papers: Civic literacy in the borderlands. *Research in the Teaching of English*, 57(2), 156-176.
- Dwyer, J. (2004). Illegal immigrants, health care, and social responsibility. *Hastings Report*, 34(5), 34-41.
- Dyrness, A. (2008). Research for change versus research as change: Lessons from a mujerista participatory research team. *Anthropology & Education Quarterly*, 39(1), 23-44.
- Dyrness, A., & Abu El-Haj, T. R. (2020). Reflections on the field: The democratic citizenship formation of transnational youth. *Anthropology & Education Quarterly*, 51(2), 165-177.
- Dyrness, A., & Sepúlveda, E. (2020). *Border thinking: Latinx youth decolonizing citizenship*. University of Minnesota Press.
- Dyson, A. H. (1990). Symbol makers, symbol weavers: How children link play, pictures, and print. *Young Children*, 45(2), 50-57.
- Ee, J., & Gándara, P. (2020). The impact of immigration enforcement on the nation's schools. *American Educational Research Journal*, 57(2), 840-871.
- Ek, L. D. (2019). Linking church and school: Language and literacy practices of bilingual Latinx Pentecostal youth. In I. M. García-Sánchez & M. F. Orellana (Eds.), *Language and cultural practices in communities and schools: Bridging learning for students from non-dominant groups* (pp. 107-123). Routledge.
- Ek, L. D., & Chávez, G. D. (2015). Proyecto bilingüe: Constructing a figured world of bilingual education for Latina/o bilingual teachers. *Bilingual Research Journal*, 38(2), 134-151.

- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago press.
- Esquinca, A., Araujo, B., & De la Piedra, M. T. (2014). Meaning making and translanguaging in a two-way dual-language program on the US-Mexico border. *Bilingual Research Journal*, 37(2), 164-181.
- España, C., & Herrera, L. Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.
- Espinoza, K., Nuñez, I., & Degollado, E. D. (2021). “This is what my kids see every day”: Bilingual pre-service teachers embracing funds of knowledge through border thinking pedagogy. *Journal of Language, Identity & Education*, 20(1), 4-17.
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31-48.
- Eyerman, R. (1992). Modernity and social movements. In H. Haferkamp & N. Smelser (Eds.), *Social change and modernity* (pp. 37-54). University of California Press.
- Farrugia, D. (2014). Space and place in studies of childhood and youth. In J. Wyn & H. Cahill (Eds.), *Handbook of children and youth studies* (pp. 609-624). Springer.
- Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals*, 46(4), 527-544.
- Fillmore, L. W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-346.
- Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography*, 22(3), 267-294.
- Fitts, S. (2006). Reconstructing the status quo: Linguistic interaction in a dual-language school. *Bilingual Research Journal*, 30(2), 337-365.
- Flewitt, R. (2011). Bringing ethnography to a multimodal investigation of early literacy in a digital age. *Qualitative Research*, 11(3), 293-310.
- Flores, G. M. (2017). *Latina Teachers: Creating Careers and Guarding Culture*. New York University Press.
- Flores, N. (2016). A tale of two visions: Hegemonic whiteness and bilingual education. *Educational Policy*, 30(1), 13-38.
- Flores, N., & García, O. (2017). A critical review of bilingual education in the United States: From basements and pride to boutiques and profit. *Annual Review of Applied Linguistics*, 37, 14-29.
- Flores, N., Phuong, J., & Venegas, K. M. (2020). “Technically an EL”: The production of raciolinguistic categories in a dual language school. *TESOL Quarterly*, 54(3), 629-651.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-171.

- Fox, K., & Garcia, V. (2021). Social distancing and ethnography: strategies for social contact and interviews with Latinx diasporic populations during COVID-19. *Practicing Anthropology*, 43(2), 51-55.
- Freire, J. A., & Alemán Jr, E. (2021). “Two schools within a school”: Elitism, divisiveness, and intra-racial gentrification in a dual language strand. *Bilingual Research Journal*, 44(2), 249-269.
- Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Publishing Inc.
- Fresnoza-Flot, A. (2013). Cultural capital acquisition through maternal migration: Educational experiences of Filipino left-behind children. In L. Bartlett, & A. Ghaffar-Kucher (Eds.), *Refugees, immigrants, and education in the global south: Lives in motion* (pp. 238-252). Routledge.
- Frieson, B. L. (2022). “It's like they don't see us at all”: A critical race theory critique of dual language bilingual education for black children. *Annual Review of Applied Linguistics*, 1-8.
- Gallo, S. (2014). The effects of gendered immigration enforcement on middle childhood and schooling. *American Educational Research Journal*, 51(3), 473-504.
- Gallo, S. (2021a). Mixed-status siblings now in Mexico: How US documentation and transborder experiences shape pathways across borders. *Anthropology & Education Quarterly*, 53(1), 47-64.
- Gallo, S. (2021b). Transborder pedagogies of the home in contexts of forced repatriation. *Ethnography and Education*, 16(4), 491-506.
- Gallo, S., & Adams Corral, M. (2023). Transborder literacies of (in) visibility. *Journal of Literacy Research*, 55(1), 101-123.
- Gallo, S., & Link, H. (2015). “Diles la verdad”: Deportation policies, politicized funds of knowledge, and schooling in middle childhood. *Harvard Educational Review*, 85(3), 357-382.
- Gallo, S., & Link, H. (2016). Exploring the borderlands: Elementary school teachers’ navigation of immigration practices in a new Latino diaspora community. *Journal of Latinos and Education*, 15(3), 180-196.
- Gallo, S., Link, H., Allard, E., Wortham, S., & Mortimer, K. (2014). Conflicting ideologies of Mexican immigrant English across levels of schooling. *International Multilingual Research Journal*, 8(2), 124-140.
- Gallo, S., Link, H. & Somerville, J. (2019). Leveling the politicized experiences of children from mixed status families: Connections to Civic Education in Elementary Schools. In I. M. García-Sánchez & M. F. Orellana (Eds.), *Language and cultural practices in communities and schools: Bridging learning for students from non-dominant groups* (pp. 92-106). Routledge.
- García, A. E. & Velasco, S. Á. (2013). Family and school reconfiguration: The case of Ecuadorian highland migration to Spain. In J. Cortina & E. Ochoa-Reza (Eds.), *New*

- perspectives on international migration and development* (pp. 111-138). Columbia University Press.
- García, O. (2009). *Bilingual education in the 21st century*. Wiley-Blackwell.
- García-Mateus, S., & Palmer, D. (2017). Translanguaging pedagogies for positive identities in two-way dual language bilingual education. *Journal of Language, Identity & Education*, 16(4), 245-255.
- García-Sánchez, I. M. (2014). *Language and Muslim immigrant childhoods: The politics of belonging*. John Wiley & Sons.
- García-Sánchez, I. M., & Orellana, M. F. (2019). Introduction: Everyday learning: Centering in schools the language and cultural practices of young people from non-dominant groups. In I. M. García- Sanchez & M. F. Orellana (Eds.), *Language and cultural practices in communities and schools: Bridging learning for students from non-dominant groups* (pp. 1-23). Routledge.
- García Coll, C., & Magnuson, K. (2012). The psychological experience of immigration: A developmental perspective. In M. M. Suárez-Orozco, C. Suárez-Orozco, & D. B. Qin (Eds.), *The new immigration: An interdisciplinary reader* (pp. 105-134). Routledge.
- Gardner, K. (2012). Transnational migration and the study of children: An introduction. *Journal of Ethnic and Migration Studies*, 38(6), 889-912.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz (Ed.), *The interpretation of cultures* (pp. 3-30). Basic Books.
- Ghaffar-Kucher, A. (2008). *The (mis)education of Pakistani immigrant youth* [Doctoral dissertation, Columbia University]. ProQuest.
<https://www.proquest.com/openview/5e6bdb2aee398941a298bbc6092234eb/1?pq-origsite=gscholar&cbl=18750>
- Ghiso, M. P. (2016). The laundromat as the transnational local: Young children's literacies of interdependence. *Teachers College Record*, 118(1), 1-46.
- Ghiso, M. P., & Campano, G. (2013). Coloniality and education: Negotiating discourses of immigration in schools and communities through border thinking. *Equity & Excellence in Education*, 46(2), 252-269.
- Glockner, V., & Álvarez, S. Espacios de vida cotidiana y el continuum movilidad/inmovilidad: el protagonismo de niños y adolescentes migrantes en el continente americano. Um proyecto etnográfico multimedia. *Anales de Antropología*, 55(1), 59-72.
- Goffman, I. (1989). On fieldwork. *Journal of Contemporary Ethnography*, 18, 123-132.
- Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.
- Gonzales, R. G. (2016). *Lives in limbo: Undocumented and coming of age in America*. University of California Press.

- Gonzales, R. G., Brant, K., & Roth, B. (2020). DACAmented in the age of deportation: Navigating spaces of belonging and vulnerability in social and personal lives. *Ethnic and Racial Studies*, 43(1), 60-79.
- Goza, F. (1994). Brazilian immigration to North America. *International Migration Review*, 28(1), 136-152.
- Granberry, P., & Agarwal, V. (2022, July 5). *Latinos in Massachusetts selected areas: Framingham*. The Mauricio Gastón Institute for Latino Community Development and Public Policy.
https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1284&context=gaston_pubs
- Greenman, E. (2011). Assimilation choices among immigrant families: Does school context matter?. *International Migration Review*, 45(1), 29-67.
- Grewal, I., & Kaplan, C. (1994). Introduction: Transnational feminist practices and questions of postmodernity. In I. Grewal & C. Kaplan (Eds.), *Scattered hegemonies: Postmodernity and transnational feminist practices* (pp. 1-35). University of Minnesota Press.
- Grosfoguel, R. (2000). Developmentalism, modernity, and dependency theory in Latin America. *Nepantla: Views from South*, 1(2), 347-374.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Guerrero, M. D. (2003). Acquiring and participating in the use of academic Spanish: Four novice Latina bilingual education teachers' stories. *Journal of Latinos and Education*, 2(3), 159-181.
- Gunder Frank, A. (1964). On the mechanisms of imperialism: The case of Brazil. *Monthly Review*, 16(5), 284-297.
- Harwood, D. (2010). Finding a voice for child participants within doctoral research: Experiences from the field. *Australasian Journal of Early Childhood*, 35(4), 4-13.
- Hamann, E. T., & Catalano, T. (2021). Picturing dual language and gentrification: An analysis of visual media and their connection to language policy. *Language Policy*, 20(3), 413-434.
- Hamman, L. (2018). Translanguaging and positioning in two-way dual language classrooms: A case for criticality. *Language and Education*, 32(1), 21-42.
- Hamman-Ortiz, L. (2019). Troubling the “two” in two-way bilingual education. *Bilingual Research Journal*, 42(4), 387-407.
- Hamman-Ortiz, L. (2020). Becoming bilingual in two-way immersion: patterns of investment in a second-grade classroom. *International Journal of Bilingual Education and Bilingualism*, 1-15.
- Hanrahan, K. B., & Smith, C. E. (2018). Interstices of care: Re-Imagining the geographies of care. *Area*, 52(2), 230-234.
- Haynes, J. (2021). *Trump and the politics of neo-nationalism: The Christian right and secular nationalism in America*. Routledge.

- Heath, S. B., & Street, B. V. (2008). *On ethnography: approaches to language and literacy research*. Teachers College Press.
- Heidbrink, L. (2014). *Migrant youth, transnational families, and the state: Care and contested interests*. University of Pennsylvania Press.
- Heidbrink, L. (2020). *Migranthood: Youth in a new era of deportation*. Stanford University Press.
- Hernandez, S. J. (2017). Are they all language learners?: Educational labeling and raciolinguistic identifying in a California middle school dual language program. *CATESOL Journal*, 29(1), 133-154.
- Hoffnung-Garskof, J. (2015). The immigration reform act of 1965. In B. L. Blower & M. P. Bradley (Eds.), *The familiar made strange: American icons and artifacts after the transnational turn* (pp. 125-140). Cornell University Press.
- Hondagneu-Sotelo, P. (1994). *Gendered transitions: Mexican experiences of immigration*. University of California Press.
- Honorato, T. (2016). Infância, escola e desigualdade social no Brasil. *Revista (Con)Textos Linguísticos*, 10(15), 183-195.
- Horevitz, E. (2009). Understanding the anthropology of immigration and migration. *Journal of Human Behavior in the Social Environment*, 19(6), 745-758.
- Human Rights Watch. (2021, January 13). *Brazil: Institutions stand up to Bolsonaro*. <https://www.hrw.org/news/2021/01/13/brazil-institutions-stand-bolsonaro>
- Institute of Education Sciences. (n/a.). Fast facts: English learners. *National Center for Education Statistics*. <https://nces.ed.gov/fastfacts/display.asp?id=96>
- James, A., & Prout, A. (1990). A new paradigm for the sociology of childhood? Provenance, promise and problems. In A. James & A. Prout (Eds.), *Constructing and reconstructing childhood* (pp. 7-33). Falmer Press.
- Jones, A. (2010). Introduction: Thinking about globalization. In A. Jones (Ed.), *Globalization: key thinkers* (pp. 1-18). Polity.
- Jordan, M. (2022, April 6). *A new surge of Ukrainians at U.S. border*. <https://www.nytimes.com/2022/04/06/us/ukraine-refugees-us-border.html>
- Joseph, T. D. (2011). *Race and making America in Brazil: How Brazilian return migrants negotiate race in the US and Brazil* (Doctoral dissertation, University of Michigan). https://deepblue.lib.umich.edu/bitstream/handle/2027.42/84597/tdjoseph_1.pdf?sequence=1
- Jung, M. K. (2009). The racial unconscious of assimilation theory. *Du Bois Review: Social Science Research on Race*, 6(2), 375-395.
- Katznelson, N., & Bernstein, K. A. (2017). Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election. *Linguistics and Education*, 40, 11-26.

- Keenan, H. B. (2019). Visiting Chutchui: The making of a colonial counterstory on an elementary school field trip. *Theory & Research in Social Education*, 47(1), 52-75.
- Kelly, U. (2009). *Migration and education in a multicultural world: Culture, loss, and identity*. Palgrave MacMillan.
- Kerwin, D., & Warren, R. (2020). US foreign-born workers in the global pandemic: Essential and marginalized. *Journal on Migration and Human Security*, 8(3), 282-300.
- Khan, S., & Jerolmack, C. (2013). Saying meritocracy and doing privilege. *The Sociological Quarterly*, 54(1), 9-19.
- Kim, Y. K., Hutchison, L. A., & Winsler, A. (2015). Bilingual education in the United States: An historical overview and examination of two-way immersion. *Educational Review* 67(2), 236-252.
- Kohn, A. (2006). *Beyond discipline: From compliance to community*. Association for Supervision and Curriculum Development.
- Kramer, S. (2006). As crianças de 0 a 6 anos nas políticas educacionais no Brasil: educação infantil e é fundamental. *Educação & Sociedade*, 27(96), 797-818.
- Kramsch, C. (2009). *The multilingual subject: What foreign language learners say about their experiences and why it matters*. Oxford University Press.
- Kwon, H. (2014). The hidden injury of class in Korean-American language brokers' lives. *Childhood*, 21(1), 56-71.
- Kwon, J. (2020). The circulation of care in multilingual and transnational children. *Literacy Research: Theory, Method, and Practice*, 69(1), 99-119.
- Lancy, D. F. (2015). *The anthropology of childhood: Cherubs, chattel, changelings* (2nd ed.). Cambridge University Press.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.
- Lahire, B. (2003). Crenças coletivas e desigualdades culturais. *Educação & Sociedade*, 24(84), 983-995.
- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life* (2nd ed.). University of California Press.
- Lawrence-Lightfoot, S. (2016). Commentary: Portraiture methodology: Blending art and science. *LEARNing Landscapes*, 9(2), 19-27.
- Lawrence-Lightfoot, S., & Davis, J. H. (1997). *The art and science of portraiture*. Jossey-Bass.
- Lawson, V. (2007). Geographies of care and responsibility. *Annals of the Association of American Geographers*, 97(1), 1-11.
- LeCompte, M. D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). Academic Press.

- Lee, J. S., Hill-Bonnet, L., & Raley, J. (2011). Examining the effects of language brokering on student identities and learning opportunities in dual immersion classrooms. *Journal of Language, Identity & Education*, 10(5), 306-326.
- Lee, S. J., Park, E., & Wong, J. H. S. (2017). Racialization, schooling, and becoming American: Asian American experiences. *Educational Studies*, 53(5), 492-510.
- Lellis, L. (2021, September 25). De olho nos EUA, população de brasileiros se multiplica no México. *Veja*. <https://veja.abril.com.br/brasil/de-olho-nos-eua-populacao-de-brasileiros-se-multiplica-no-mexico/>
- Leo, A. (2022). High expectations, cautionary tales, and familial obligations: The multiple effects of family on the educational aspirations of first-generation immigrant and refugee youth. *Anthropology & Education Quarterly*, 53(1), 27-46.
- Leung, G., Uchikoshi, Y., & Tong, R. (2018). “Learning Cantonese will help us”: Elementary school students’ perceptions of dual language education. *Bilingual Research Journal*, 41(3), 238-252.
- Levitt, P. (1999, February 19). Towards an understanding of transnational community forms and their impact on immigrant incorporation. *University of California at San Diego*. http://migration.ucdavis.edu/rs/more.php?id=47_0_3_0
- Levitt, P. (2012). What’s wrong with migration scholarship? A critique and a way forward. *Identities*, 19(4), 493-500.
- Levitt, P., & Lamba-Nieves, D. (2013). 3. Bringing culture back in: Opportunities and challenges for the migration-development nexus. In J. Cortina & E. Ochoa-Reza (Eds.), *New perspectives on international migration and development* (pp. 67-92). Columbia University Press.
- Lima Becker, M. (2021). Unboxing care: Constructions of happiness and gratitude in a Brazilian transnational family’s video production in the United States. *Journal of Early Childhood Literacy*. [Advanced Online Publication]
- Lima Becker, M., & Oliveira, G. (2022). Breaking nation: Brazilian transnational children’s construction of belonging in bilingual classrooms. *Childhood*, 29(1), 39-57.
- Lima Becker, M., Oliveira, G., & Alex, V. (2021). Brazil is my cousin, the US has parks: Children’s construction of Brazil and the United States in a bilingual education program. *Global Studies of Childhood*, 13(1), 1-18.
- Lindholm-Leary, K., & Block, N. (2010). Achievement in predominantly low SES/Hispanic dual language schools. *International Journal of Bilingual Education and Bilingualism*, 13(1), 43-60.
- Lindholm-Leary, K., & Howard, E. R. (2008). Language development and academic achievement in two-way immersion programs. In T. W. Fortune & D. J. Tedick (Eds.), *Bilingual education and Bilingualism* (pp. 177-200). Multilingual Matters.

- Londoño, R., & Andreoni, M. (2018, October 29). Brazil Election: How Jair Bolsonaro Turned Crisis Into Opportunity. *New York Times*.
<https://www.nytimes.com/2018/10/29/world/americas/jair-bolsonaro-brazil-profile.html>
- Lowenhaupt, R., Dabach, D. B., & Mangual Figueroa, A. (2021). Safety and belonging in immigrant-serving districts: Domains of educator practice in a charged political landscape. *AERA Open*, 7(1), 1-15.
- Lowenhaupt, R., & Hopkins, M. (2020). Considerations for school leaders serving US immigrant communities in the global pandemic. *Journal of Professional Capital and Community*, 5(3/4), 375-380.
- Luttrell, W. (2010). 'A camera is a big responsibility': A lens for analysing children's visual voices. *Visual Studies*, 25(3), 224-237.
- Luttrell, W. (2013). Children's counter-narratives of care: Towards educational justice. *Children & Society*, 27(4), 295-308.
- Luttrell, W. (2020). *Children framing childhoods: Working-class kids' visions of care*. Policy Press.
- Machado, I. J. R. (2015). Brasileiros no exterior e cidadania (1980-2005). *Tomo*, (26), 211-245.
- Machado, E., & Hartman, P. (2021). "It took us a long time to go here": Creating space for young children's transnationalism in an early writers' workshop. *Reading Research Quarterly*, 56(4), 693-714.
- Mand, K. (2010) 'I've got two houses. One in Bangladesh and one in London... everybody has': Home, locality and belonging(s). *Childhood*, 17(2), 273-287.
- Mandell, N. (1988). The least-adult role in studying children. *Journal of Contemporary Ethnography*, 16(4): 433-467.
- Mangual Figueroa, A. (2011). Citizenship and education in the homework completion routine. *Anthropology & Education Quarterly*, 42(3), 263-280.
- Mangual Figueroa, A. (2017). Speech or silence: Undocumented students' decisions to disclose or disguise their citizenship status in school. *American Educational Research Journal*, 54(3), 485-523.
- Marcelli, E., Holmes, L., Estella, D., Rocha, F., Granberry, P., & Buxton, O. (2009). *(In)Visible (im)Migrants: The health and socioeconomic integration of Brazilians in metropolitan Boston*. San Diego State University.
- Marcus, A. P. (2009). Brazilian immigration to the United States and the geographical imagination. *Geographical Review*, 99(4), 481-498.
- Massey, D. (1991) The political place of locality studies. *Environment and Planning A. Economy and Space*. 23(2), 267-281.
- Massey, D. (1995) *Spatial divisions of labour: Social structures and the geography of production*. Macmillan Press.

- Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal*, 36(2), 167-186.
- Margolis, M. (1995). Brazilians and the 1990 United States Census: Immigrants, ethnicity, and the undercount. *Human Organization*, 54(1), 52-59.
- Margolis, M. L. (2008). September 11th and transnationalism: The case of Brazilian immigrants in the United States. *Human Organization*, 1-11.
- Marrow, H. (2003). To be or not to be (Hispanic or Latino) Brazilian racial and ethnic identity in the United States. *Ethnicities*, 3(4), 427-464.
- Martes, A. C. B. (2003). Raça e etnicidade – Opções e constrangimentos. In A. C. B. Martes & S. Fleischer (Eds.), *Fronteiras cruzadas: Etnicidade, gênero e redes sociais* (pp. 73-98). Paz e Terra.
- Martes, A. C. B. (2011). *New immigrants, new land: A study of Brazilians in Massachusetts*. University Press of Florida.
- Martínez-Álvarez, P. (2017). Language multiplicity and dynamism: Emergent bilinguals taking ownership of language use in a hybrid curricular space. *International Multilingual Research Journal*, 11(4), 255-276.
- Martinez Negrette, G. (2022). ‘You don’t speak Spanish in the cafeteria’: An intersectional analysis of language and social constructions in a kindergarten dual language immersion class. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1467-1483.
- Marx, S. (2009). “It’s not them; it’s not their fault”: Manifestations of racism in the schooling of Latinas/os and ELLs. In R. Kubota & A. Lin (Eds.), *Race, culture, and identities in second language education: Exploring critically engaged practice* (pp. 81-98). Routledge.
- Massachusetts Department of Elementary and Secondary Education. (2018, October 12). *Look Act*. <https://www.doe.mass.edu/ele/look-act.html>
- Massachusetts Department of Elementary and Secondary Education. (2022, January 6). *Dual language education programs*. <https://www.doe.mass.edu/ele/programs/dle.html>
- McEwan, C., & Goodman, M. K. (2010). Place geography and the ethics of care: Introductory remarks on the geographies of ethics, responsibility and care. *Ethics, Place and Environment*, 13(2), 103-112.
- Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, 13(4), 399-417.
- Mignolo, W. (2000). *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking*. Princeton University Press.
- Miles, M. B., Huberman, M. A., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE.

- Milligan, C., Atkinson, S., Skinner, M., & Wiles, J. (2007). Geographies of care: A commentary. *New Zealand Geographer*, 63(2), 135-140.
- Ministério das Relações Exteriores (2016). *Estimativas populacionais das comunidades brasileiras no mundo – 2015*. <http://www.brasileirosnomundo.itamaraty.gov.br/a-comunidade/estimativaspopulacionais-dascomunidades/Estimativas%20RCN%202015%20-%20Atualizado.pdf>
- Mitchell, C. (2020, January 21). Schools in 35 states offer dual-language programs. *EducationWeek*. <https://www.edweek.org/teaching-learning/schools-in-35-states-offer-dual-language-programs/2020/01>
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Morales, A., Yakushko, O. F., & Castro, A. J. (2012). Language brokering among Mexican immigrant families in the Midwest: A multiple case study. *The Counseling Psychologist*, 40(4), 520-553.
- Morales, P. Z., Rao, A. B. (2015, September 28). How ideology and cultural capital shape the distribution of Illinois' bilingual education programs. *Teachers College Record*. <http://www.tcrecord.org>.
- Moskal, M. (2014). Polish migrant youth in Scottish schools: conflicted identity and family capital. *Journal of Youth Studies*, 17(2), 279-291.
- Murphey, T., & Falout, J. (2010). Critical participatory looping: Dialogic member checking with whole classes. *TESOL Quarterly*, 44(4), 811-821.
- Murphy, A. F. (2014). The effect of dual-language and transitional-bilingual education instructional models on Spanish proficiency for English language learners. *Bilingual Research Journal*, 37(2), 182-194.
- Musanti, S. I., & Rodríguez, A. D. (2017). Translanguaging in bilingual teacher preparation: Exploring pre-service bilingual teachers' academic writing. *Bilingual Research Journal*, 40(1), 38-54.
- Negy, C., Schwartz, S., & Reig-Ferrer, A. (2009). Violated expectations and acculturative stress among US Hispanic immigrants. *Cultural Diversity and Ethnic Minority Psychology*, 15(3), 255.
- New York Times. (2022, May 1). *Tracking coronavirus in Brazil: Latest map and case count*. <https://www.nytimes.com/interactive/2021/world/brazil-covid-cases.html>
- Ngai, M. M. (2013). The liberal brief for immigration reform. In M. M. Ngai & J. Gjerde (Eds.) *Major problems in American immigration history: Documents and essays* (2nd ed.) (pp. 464-471). Wadsworth CENGAGE Learning.
- Nicas, J. (2021, October 19). Brazilian leader accused of crimes against humanity in pandemic response. *New York Times*. <https://www.nytimes.com/2021/10/19/world/americas/bolsonaro-covid-19-brazil.html>

- Nuñez, A. M. (2004). Using segmented assimilation theory to enhance conceptualization of college participation. *InterActions: UCLA Journal of Education and Information Studies*, 1(1), 1-21.
- Nuñez, I., & Urrieta Jr, L. (2021). Transfronterizo children's literacies of surveillance and the cultural production of border crossing identities on the US–Mexico border. *Anthropology & Education Quarterly*, 52(1), 21-41.
- Ogbu, J. U. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology & Education Quarterly*, 18(4), 312-334
- Oliveira, G. (2018). *Motherhood across borders: Immigrants and their children in Mexico and New York*. NYU Press.
- Oliveira, G. (2019). 'Here and there': Children and youth's perspectives of borders in Mexico-United States migration. *Children & Society*, 33(6), 540-555.
- Oliveira, G., & Gallo, S. (2021). "I have a story for you": engaging with im/migrant children's politicized funds of knowledge in qualitative research. *International Journal of Qualitative Studies in Education*, 1-15. [Advanced Online Publication]
- Oliveira, G., Lima Becker, M., & Chang-Bacon, C. K. (2020). "Eu sei, I know": Equity and immigrant experience in a Portuguese-English dual language bilingual education program. *TESOL Quarterly*, 54(3), 572-598.
- Oliveira, G., Lima Becker, M., & Segel, M. (2021). Constructing the (un) readiness of Brazilian immigrant children in one elementary school. *Multicultural Perspectives*, 23(4), 206-216.
- Oliveira, G., & Segel, M. (2022). Im/migrant Children's Education Experiences and Families' Sacrifices in a Global Pandemic. *AERA Open*. 8(1), 1-14.
- Omobowale, A. O. (2013). Dependency theory. In *The encyclopedia of global human migration* (Vol. 3, p. 1176-1179). Blackwell Publishing Ltd.
- Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review*, 71(3), 366-390.
- Orellana, M. F. (2009). *Translating childhoods: Immigrant youth, language, and culture*. Rutgers University Press.
- Orellana, M. F. (2016). *Immigrant children in transcultural spaces: Language, learning, and love*. Routledge.
- Orellana, M. F., & García, O. (2014). Language brokering and translanguaging in school. *Language Arts*, 91(5), 386.
- Orellana, M. F., Thorne, B., Chee, A., & Lam, W. S. E. (2001). Transnational childhoods: The participation of children in processes of family migration. *Social Problems*, 48(4), 572-591.

- Organization for Economic Co-operation and Development (OECD). (2021). *Economic Policy Reforms 2021: Going for Growth: Brazil*. <https://www.oecd.org/economy/growth/Brazil-country-note-going-for-growth-2021.pdf>
- PBS. (2022, February 3). *Tens of thousands of Afghans have resettled across the U.S. Now, the challenge is making a home*. Nation. <https://www.pbs.org/newshour/nation/tens-of-thousands-of-afghans-have-resettled-across-the-u-s-now-the-challenge-is-making-a-home>
- Pacheco, M., & Hamilton, C. (2020). Bilanguaging love: Latina/o/x bilingual students' subjectivities and sensitivities in dual language immersion contexts. *TESOL Quarterly*, 54(3), 548-571.
- Pacheco, M., & Morales, P. Z. (2019). Figurative language in religious community contexts: Opportunities to leverage and expand bilingual youth's linguistic repertoires. In I. M. García-Sánchez & M. F. Orellana (Eds.), *Language and cultural practices in communities and schools: Bridging learning for students from non-dominant groups* (pp. 124-138). Routledge.
- Padilla, A. M., Fan, L., Xu, X., & Silva, D. (2013). A Mandarin/English two-way immersion program: Language proficiency and academic achievement. *Foreign Language Annals*, 46(4), 661-679.
- Padilla, A. M., Chen, X., Swanson, E., Peterson, M., & Peruzzaro, A. (2022). Longitudinal study of Spanish dual language immersion graduates: Secondary school academic and language achievement. *Foreign Language Annals*, 55(2), 408-434.
- Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language "strand" program. *Anthropology & Education Quarterly*, 41(1), 94-114.
- Palmer, D. K. (2018). Supporting bilingual teachers to be leaders for social change: "I must create advocates for biliteracy." *International Multilingual Research Journal*, 12(3), 203-216.
- Palmer, D. K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory into Practice*, 58(2), 121-133.
- Palmer, D., Henderson, K., Wall, D., Zúñiga, C. E., & Berthelsen, S. (2016). Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*, 15(4), 393-413.
- Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal*, 98(3), 757-772.
- Parreñas, R. S. (2005). *Children of global migration: Transnational families and gendered woes*. Stanford University Press.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

- Porzecanski, A. C. (2015). Brazil's Place in the Global Economy. In O. Stuenkel & M. M. Taylor (Eds.), *Brazil on the global stage* (pp. 143-161). Palgrave Macmillan.
- Payne, K. A., & Journell, W. (2019). "We have those kinds of conversations here...": Addressing contentious politics with elementary students. *Teaching and Teacher Education, 79*, 73-82.
- Pérez, M. S., Saavedra, C. M., & Habashi, J. (2017). Rethinking global north onto epistemologies in childhood studies. *Global Studies of Childhood, 7*(2), 79-83.
- Pérez Huber, L. (2009). Disrupting apartheid of knowledge: Testimonio as methodology in Latina/o critical race research in education. *International Journal of Qualitative Studies in Education, 22*(6), 639-654.
- Portes, A., & Rumbaut, R. G. (2014). Theoretical overview: Theories of international migration and immigrant adaptation. In A. Portes & R. G. Rumbaut (Eds.), *Immigrant America: A portrait* (4th ed., pp.1-23). University of California Press.
- Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *The Annals of the American Academy of Political and Social Science, 530*(1), 74-96.
- Prout, A. (2011). Taking a step away from modernity: Reconsidering the new sociology of childhood. *Global Studies of Childhood, 1*(1), 4-14.
- Pufall P. B., & Unsworth R. P. (2004). The imperative and the process for rethinking childhood. In P. B. Pufall & R. P. Unsworth (Eds.), *Rethinking childhood* (pp. 1-21). Rutgers University Press.
- Punch, S. (2000). Children's strategies for creating playspaces: Negotiating independence in rural Bolivia. In S. Holloway & G. Valentine (Eds.), *Children's geographies: Living, playing, learning and transforming everyday worlds* (pp. 48-62). Routledge.
- Punch, S. (2002). Research with children: The same or different from research with adults?. *Childhood, 9*(3), 321-341.
- Racherbaumer, A., & Machado, M. E. (2020). ICE Raids in Santa Cruz [Video]. *YouTube*. <https://www.youtube.com/watch?v=d4cXWOOXZ8A&list=WL&index=1&t=2s>
- Ramirez, A. Y. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *Urban Review, 35*(2), 93-110.
- Ramos, F. (2007). What do parents think of two-way bilingual education? An analysis of responses. *Journal of Latinos and Education, 6*(2), 139-150.
- Ravitch, D. (1985). Politicization and the schools: The case of bilingual education. *Proceedings of the American Philosophical Society, 129*(2), 121-128.
- Redfield, R. (1940). The folk society and culture. *American Journal of Sociology, 45*(5), 731-742.
- Redfield, R. (1947). The folk society. *American Journal of Sociology, 52*(4), 293-308.

- Redfield, R., & Singer, M. B. (1954). The cultural role of cities. *Economic Development and Cultural Change*, 3(1), 53-73.
- Relph, E. (1993). Modernity and the Reclamation of Place. In: D. Seamon (Ed.), *Dwelling, seeing, and designing: Toward a phenomenological ecology* (pp. 25-40). State University of New York Press.
- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.
- Rosa, J. (2019). *Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad*. Oxford University Press.
- Rosati, A. (2021, December 2). Brazil enters into recession as post-COVID recovery falls flat. *Aljazeera*. <https://www.aljazeera.com/economy/2021/12/2/brazil-enters-into-recession-as-post-covid-recovery-falls-flat>
- Rosemberg, F. (2006). Criança pequena e desigualdade social no Brasil. In M. C. Freitas (Ed.), *Desigualdade social e diversidade cultural na infância e na juventude* (pp. 49-86). Cortez.
- Rousseau, C., Lacroix, L., Bagilishya, D., & Heusch, N. (2003). Working with myths: Creative expression workshops for immigrant and refugee children in a school setting. *Art Therapy*, 20(1), 3-10.
- Rubinstein-Avila, E. (2002). Problematizing the “dual” in a dual-immersion program: A portrait. *Linguistics and Education*, 13(1), 65-87.
- Rubinstein-Avila, E. (2005). Brazilian Portuguese in Massachusetts's linguistic landscape: A prevalent yet understudied phenomenon. *Hispania*, 88(4), 873-880.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE.
- Sánchez, G. J. (1997). Face the nation: Race, immigration, and the rise of nativism in late twentieth century America. *International Migration Review*, 31(4), 1009-1030.
- Sánchez, P., & Machado-Casas, M. (2009). At the intersection of transnationalism, Latina/o immigrants, and education. *The High School Journal*, 92(4), 3–15.
- Sanderson, M. R., & Kentor, J. D. (2009). Globalization, development and international migration: a cross-national analysis of less-developed countries, 1970–2000. *Social Forces*, 88(1), 301-336.
- Sarmiento, M. J., & Tomás, C. (2020). A infância é um direito? *Sociologia: Revista da Faculdade de Letras da Universidade do Porto*, 15-30.
- Sarmiento-Arribalzaga, M. A., & Murillo, L. A. (2010). Pre-service bilingual teachers and their invisible scars: Implications for preparation programs. *SRATE Journal*, 19(1), 61-69.
- Scanlan, M., & Palmer, D. (2009). Race, power, and (in) equity within two-way immersion settings. *The Urban Review*, 41, 391-415.
- Schiller, N. G., Basch, L., & Blanc-Szanton, C. (1992). Towards a definition of transnationalism. *Annals of the New York Academy of Sciences*, 645(1), ix-xiv.

- Schmalzbauer, L. (2004). Searching for wages and mothering from afar: The case of Honduran transnational families. *Journal of Marriage and Family*, 66(5), 1317-1331.
- Segal, U. A. (2019). Globalization, migration, and ethnicity. *Public Health*, 172, 135-142.
- Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. The New Press.
- Shih, K. Y. (2016). Transnational families. In *The Wiley Blackwell encyclopedia of family studies* (pp. 1-7). John Wiley & Sons, Inc.
- Shin, S. J. (2017). *Bilingualism in schools and society: Language, identity, and policy*. Routledge.
- Siqueira, C. E., & Lourenço, C. (2006). Brazilians in Massachusetts: Migration, identity and work. In A. Torres (Ed.), *Latinos in New England* (pp. 187-201). Temple University Press.
- Simas, F. (2021, August 1). Cresce número de migrantes brasileiros que tentam entrar nos EUA com a família. *Estadão*. <https://internacional.estadao.com.br/noticias/geral,cresce-numero-de-migrantes-brasileiros-que-tentam-entrar-nos-eua-com-afamilia,70003796225>
- Simões, P. M. U., & Lima, J. B. (2016). Infância, educação e desigualdade no Brasil. *Revista Iberoamericana de Educación*. 72, 45-64.
- Souza, J. (2005). Raça ou classe? Sobre a desigualdade brasileira. *Lua Nova*, (65), 43-69.
- Somerville, J., & Faltis, C. (2019). Dual languaging as strategy and translanguaging as tactic in two-way dual language programs. *Theory Into Practice*, 58(2), 164-175.
- Song, K. (2016). “Okay, I will say in Korean and then in American”: Translanguaging practices in bilingual homes. *Journal of Early Childhood Literacy*, 16(1), 84-106.
- Soto, L. D., & Garza, I. (2011). Latino/a immigrant children’s drawings and writings. *Contemporary Issues in Early Childhood*, 12(2), 118-133.
- Souto-Manning, M., Malik, K., Martell, J., & Pión, P. P. (2021). Troubling belonging: The racialized exclusion of young immigrants and migrants of color. *International Journal of Early Childhood*, 53(1), 101-118.
- Speier, M. (1976). The adult ideological viewpoint in studies of childhood. In: A. Skolnick (Ed.), *Rethinking childhood: Perspectives on development and society* (pp. 168–186). Little, Brown and Company.
- Spyrou, S. (2011). The limits of children’s voices: From authenticity to critical, reflexive representation. *Childhood*, 18(2), 151-165.
- Stargardter, G. (2021, October 12). *As Brazilians flock to the U.S. border, an alleged smuggler cashes in*. Reuters. <https://www.reuters.com/world/americas/brazilians-flock-us-border-an-alleged-smuggler-cashes-2021-10-12/>
- Stacey. (2021). *Global politics, political participation, and the rise of nationalism*. IGI Global.
- Stephen, L. (2007). *Transborder lives: Indigenous Oaxacans in Mexico, California, and Oregon*. Duke University Press.

- Suárez-Orozco, C. (2005). Identities under siege: Immigration stress and social mirroring among the children of immigrants. In M. M. Suárez-Orozco, C. Suárez-Orozco & D. B. Qin (Eds.), *The new immigration: An interdisciplinary reader* (pp. 135-156). Routledge.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2009). *Children of immigration*. Harvard University Press.
- Suárez-Orozco, C., & Yoshikawa, H. (2013). Undocumented status: Implications for child development, policy, and ethical research. *New Directions for Child and Adolescent Development*, 2013(141), 61-78.
- Suárez-Orozco, C., Yoshikawa, H., & Tseng, V. (2015). Intersecting inequalities: Research to reduce inequality for immigrant-origin children and youth. *William T. Grant Foundation*. <https://files.eric.ed.gov/fulltext/ED568399.pdf>
- Suárez-Orozco, M. M., Darbes, T., Dias, S. I., & Sutin, M. (2011). Migrations and schooling. *Annual Review of Anthropology*, 40, 311-328.
- Sugarman, J., & Lazarín, M. (2020). Educating English learners during the COVID-19 pandemic. *Migration Policy Institute*. <https://www.Migrationpolicy.Org/research/27nglish-learners-covid-19-pandemic-policy-ideas>.
- Tamer, M. (2014, December 11). *The education of immigrant children: As the demography of the U.S. continues to shift, how can schools best serve their changing population?* Harvard Graduate School of Education. <https://www.gse.harvard.edu/news/uk/14/12/education-immigrant-children>
- Talamantes, M. D. R. (2015). "Es que nadie me quiere ayudar," affective factors in the schooling experience of recent immigrants and dual language instruction. [Doctoral dissertation, University of Texas at El Paso]. ProQuest. https://scholarworks.utep.edu/open_etd/1165/
- Tereshchenko, A., & Araújo, H. C. (2011). Stories of belonging: Ukrainian immigrant children's experiences of Portugal. *Global Studies of Childhood*, 1(2), 129-139.
- Thiede, B. C., Brooks, M. M., & Jensen, L. (2021). Unequal from the start? Poverty across immigrant generations of hispanic children. *Demography*, 58(6), 2139-2167.
- Tian, Z. (2022). Translanguaging design in a third grade Chinese language arts class. *Applied Linguistics Review*, 13(3), 327-343.
- Tosta, A. L. A. (2004). The Hispanic and Luso-Brazilian world: Latino, eu? The paradoxical interplay of identity in Brazuca literature. *Hispania*, 576-585.
- Tosta, A. L. A. (2005). Between heaven and hell: Perceptions of Brazil and the United States in "Brazuca" literature. *Hispania*, 713-725.
- Parker City [pseudonym] Public Schools. (2019). *PCPS Demographics*. <https://www.framingham.k12.ma.us/Page/2714>
- Parker City [pseudonym] Public Schools. (2020). *Review of Spring Remote Learning*. Parker City School Department.

- <https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/Domain/81/20192020/07.29.20/Reflections%20on%20Spring%20Remote%20Learning.pdf>
- Parker City [pseudonym] Public Schools. (n./a.). *Parker City Public Schools Back to School Plan*.
<https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/domain/81/20192020/07.29.20/FPS%20Back%20to%20School%20Plan%20Proposal%20for%20School%20Committee%20Review%20on%207.29.2020.pdf>
- Pascal, C., & Bertram, T. (2021). What do young children have to say? Recognising their voices, wisdom, agency and need for companionship during the COVID pandemic. *European Early Childhood Education Research Journal*, 29(1), 21-34.
- Pastore, M. D. N., & Salvi, F. (2023). Play and learn: Children's agency through the COVID-19 pandemic in Mozambique. *Children & Society*, 37, 270-287.
- Popyk, A. (2021). The impact of distance learning on the social practices of schoolchildren during the COVID-19 pandemic: Reconstructing values of migrant children in Poland. *European Societies*, 23(1), 530-544.
- Trainor, J. S. (2008). The emotion power of racism: An ethnographic portrait of an all-White high school. *College Composition and Communication*, 60(1), 82-112.
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.
- U.S. Census. (2020). *QuickFacts: Parker [pseudonym] city, Massachusetts; United States*.
<https://www.census.gov/quickfacts/fact/table/framinghamcitymassachusetts,US/POP010220>
- U.S. Department of Education. (n./d.). *Our nation's English learners: What are their characteristics?* <https://www2.ed.gov/datastory/el-characteristics/index.html>
- Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. Teachers College Press.
- Valdés, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review*, 67(3), 391-430.
- Valdés, G. (2018). Analyzing the curricularization of language in two-way immersion education: Restating two cautionary notes. *Bilingual Research Journal*, 41(4), 388-412.
- Valdez, V. E., Freire, J. A., & Delavan, M. G. (2016). The gentrification of dual language education. *The Urban Review*, 48(4), 601-627.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. State University of New York Press.
- Valenzuela, A., Garcia, E., Romo, H., & Perez, B. (2012). Institutional and structural barriers to Latino/a achievement. *Association of Mexican American Educators Journal*, 6(3), 22-29.
- Varghese, M. M., & Park, C. (2010). Going global: Can dual-language programs save bilingual education?. *Journal of Latinos and Education*, 9(1), 72-80.

- Vega, S. R. (2023). *Drawing deportation: Art and resistance among immigrant children*. NYU Press.
- Velasco, S. A. (2020). From Ecuador to elsewhere: The (re)configuration of a transit country. *Migration and Society*, 3(1), 34-49.
- Venegas-Weber, P. (2018). Teaching and knowing in Nepantla: “I wanted them to realize that, that is being bilingual.” *International Multilingual Research Journal*, 12(3), 160-172.
- Vieceli, L., & Saldaña, P. (2022, April 17). Áudios do superior tribunal militar apontam casos de tortura na ditadura; ouça. *Folha de São Paulo*.
<https://www1.folha.uol.com.br/poder/2022/04/audios-do-superior-tribunal-militar-apontam-casos-de-tortura-na-ditadura-ouca.shtml>
- Walmsley, B. (2018). Deep hanging out in the arts: An anthropological approach to capturing cultural value. *International Journal of Cultural Policy*, 24(2), 272-291.
- Waters, J., & Batalova, J. (2022). Brazilian immigrants in the United States. *Migration Policy Institute*. <https://www.migrationpolicy.org/article/brazilian-immigrants-united-states>
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster.
- Winstead, L., & Wang, C. (2017). From ELLs to bilingual teachers: Spanish-English speaking Latino teachers' experiences of language shame & loss. *Multicultural Education*, 24(3/4), 16-25.
- Wohlwend, K. E. (2013). Playing Star Wars under the (teacher’s) radar: Detecting kindergarteners’ action texts and embodied literacies. In V. M. Vasquez, J. W. Wood, & C. B. Felderman (Eds.), *Perspectives and provocations in early childhood education* (pp. 105-115). Information Age.
- World Bank. (2021, October 14). *The World Bank in Brazil: Overview*.
<https://www.worldbank.org/en/country/brazil/overview#1>
- Yoon, H. S., & Templeton, T. N. (2019). The practice of listening to children: The challenges of hearing children out in an adult-regulated world. *Harvard Educational Review*, 89(1), 55-84.
- Zheng, B. (2021). Translanguaging in a Chinese immersion classroom: An ecological examination of instructional discourses. *International Journal of Bilingual Education and Bilingualism*, 24(9), 1324-1339.