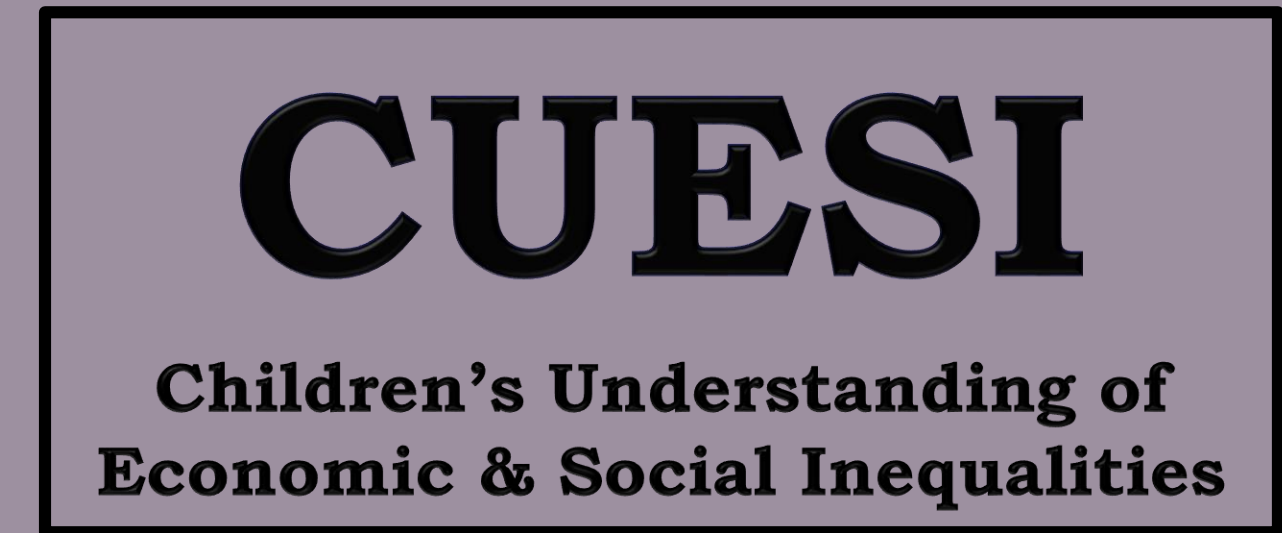




Classroom Practices and Conversations About Race, Ethnicity, and Heritage in Elementary Bilingual and Monolingual Classrooms



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Introduction

- As a result of rapid immigration growth, the United States has become increasingly linguistically and culturally diverse
- Dual language immersion (DLI) has garnered increased interest (Bailey & Osipova, 2016)
- DLI programs have a range of academic and cognitive benefits (Lindholm-Leary & Genessee, 2014), but little research has examined how these programs support children's developing ideas about ethnicity and race
- Having conversations in the classroom about race and ethnicity fosters the development of students' racial and ethnic understanding and identification (Phinney et al., 1997)

Research Questions

- How do teachers talk about race, ethnicity, and heritage with their 3rd grade students?
- How do these conversations differ by the program structure within the school (i.e., DLI versus English Medium Instruction; EMI)?

Research Site

- A university-affiliated, community-based, laboratory school in Southern California
- Mission statement: *"dedicated to addressing the needs of children from diverse backgrounds"*
- Racially and ethnically diverse
- Primarily upper middle class (Median income bracket of \$150,000 - \$199,999)

Data Source

- Data come from a larger longitudinal study evaluating the impact of participation in a dual language (Spanish-English) immersion track on children's academic, linguistic, and socioemotional outcomes

Participants

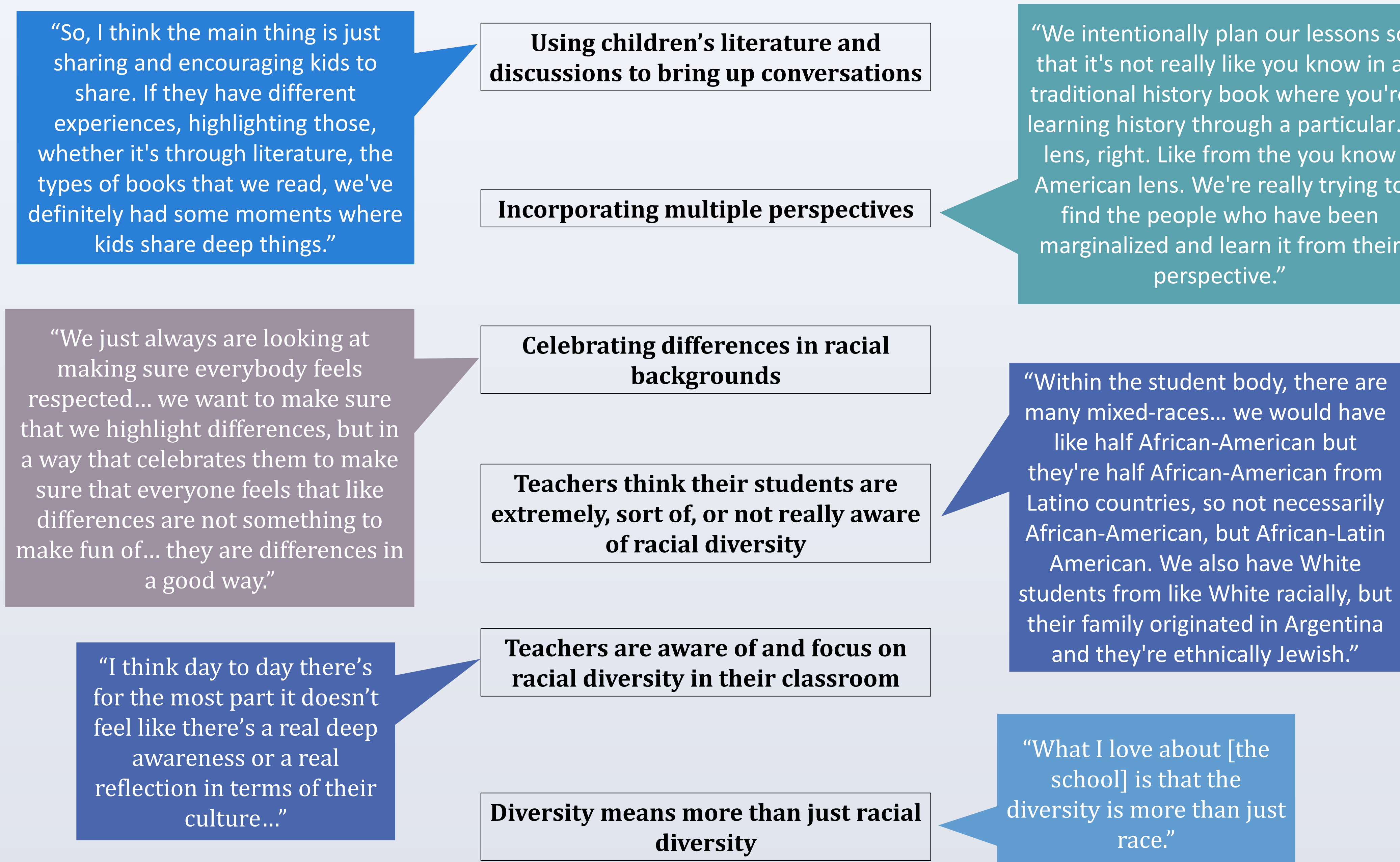
3rd Grade Teachers (N = 8)

		DLI (n = 3)	EMI (n = 5)
Gender		Female = 3	Female = 3 Male = 2
Highest Degree	Bachelors	0	2
	Masters	3	3
Race	European American	1	4
	Latinx	2	0
	Not Reported	0	1

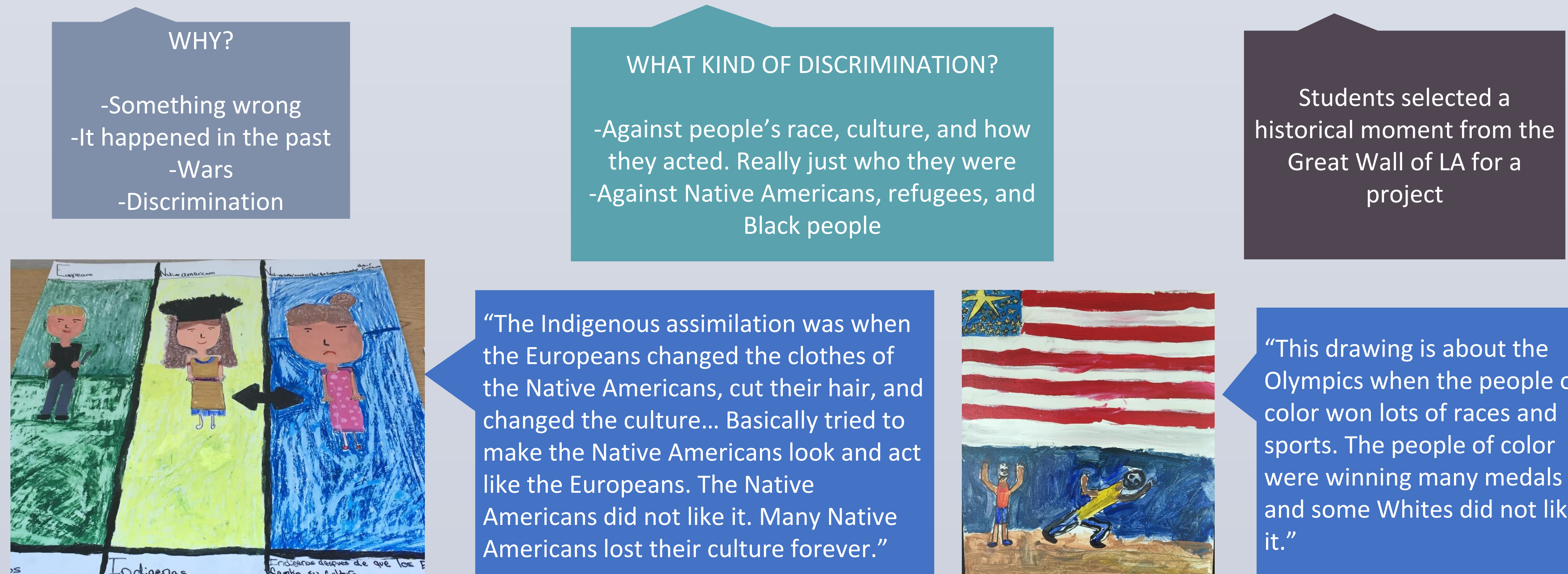
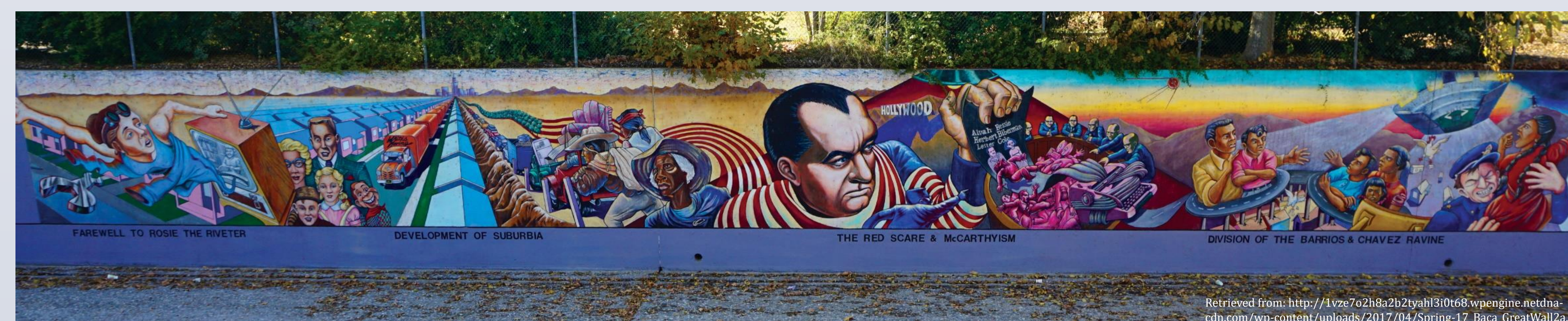
Methods

- One teacher interview
 - focused on activities or lessons used to promote conversations about race, ethnicity, and family heritage (adapted from White, Mistry, & Chow, 2013)
- One 30-minute classroom observation in each class
- Fieldnotes and artifact document analysis

How Teachers Talk About Race, Ethnicity, and Heritage



Teacher Talk in DLI Classrooms: The Great Wall of LA



Teacher Talk in EMI Classrooms: The History of LA



Conclusion

- DLI programs provide an important context for lessons and conversations about family heritage
- Other school contexts also need to find ways to discuss these topics with children because having conversations about racial background at school can promote positive identity development and foster more positive intergroup attitudes

"How amazing it is that we can share and learn from people that are different than us." (3rd Grade Teacher)

Acknowledgments

- We thank our LTL research team for their help and the CUESI Lab their feedback
- References available upon request
- Please feel free to contact us with questions or feedback
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