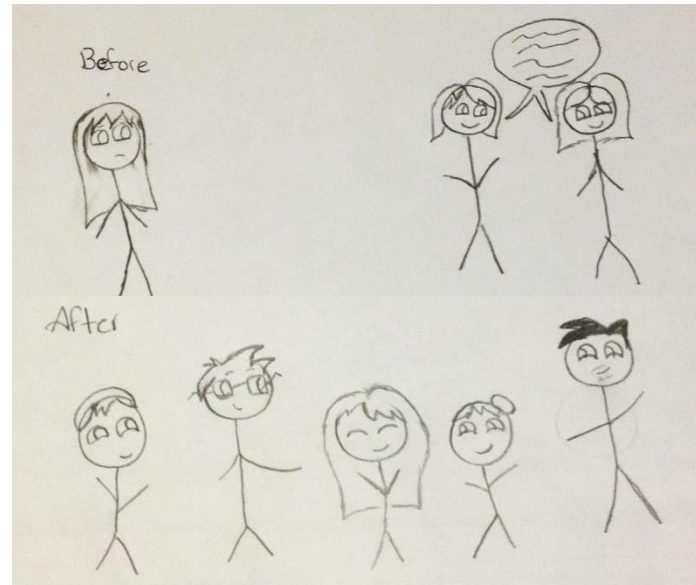


The Impact of a Spanish-English Immersion Program on Participants' National and Cultural Identity



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Background



Rationale

- Lack of research on bilingual schools (de Mejía, 2002; Hamel, 2008)
- Focus on pedagogical and administrative issues, not identity (de Mejía & Montes Rodríguez, 2008)
- Honduran context (Alley, 1996; Secretaría de Educación de Honduras, 2016)

Research Questions

How do students describe the impact of TPBS on their national and cultural identity?

Research Context



Identity and Culture

Identity

“Our understanding of who we are and who other people are, and, reciprocally, other people’s understanding of themselves and of others.” (Jenkins, 2008, pg. 18)

Culture

“Attitudes, habits and daily activities of a people, their ways of thinking, their values, their frames of reference.” (Banfi & Rettaroli, 2008, pg. 161)

Theoretical Framework (Hamel, 2008)

Mono

Diversity denied

Multi

Diversity recognized but
viewed as a problem

Pluri

Diversity as a source of
enrichment

Methodology

Phase 1

Written Reflections and Drawings from Gr. 11 Students ($n=21$)

Phase 2

Interviews ($n=6$)

Results



Stereotypical
Honduran
Identity

Exchanged
Identity

Negotiated
Identity

“Stereotypical Honduran” Identity

“Being a student at CEE was a great opportunity and a great experience. My identity has changed a lot because I don’t talk only just Spanish as a normal Honduran would do, instead I talk both Spanish and English.”

Exchanged Identity

“At TPBS, we learn English, in other bilingual schools, they teach basically how to become a North American and Hondurans start leaving their identity and changing it for one from the U.S. or Canada; this doesn't happen at TPBS, in here we are taught to keep our own identity while adding things to it that might help us in the future.”

Exchanged Identity

“I’ve had a lot of struggle because my whole family is from Honduras, so my mom’s part is very Honduran, so they see things in English but they don’t understand and they’re like, “No, I don’t like English”. They don’t get along with me because they say I’ve forgotten who I am.”

Negotiated Identity

“I have had 12 American/Canadian teachers who have taught me since Kinder. I have seen the difference between their way of acting and Honduran teachers way of acting...So studying at TPBS made me want to mix those ways to be a more complete person.”

Negotiated Identity - Melody

“I think I have held on to both cultures. I try to hold on to both cultures in a positive way. Mix them to work well. I try to do both of them, like 50/50, but sometimes, I’ll admit, it goes 70/30, so I have to, I try to keep myself balanced. It’s kinda hard because I’m very used to it. But since that day when my family told me, I really try to be Honduran. I’m not 100% Honduran now, but I try to maintain a balance point. “

Negotiated Identity – Karolyn

“I am Honduran, 100% Honduran but I do have to say I have a lot of influence from other cultures. Since I’ve gone to the States so many times, for example, I like fast food, which does influence me. So I like that stuff, so I combine it. I am still 100% Honduran, I support my team and I’m proud to be Honduran.”

Influence of TPBS

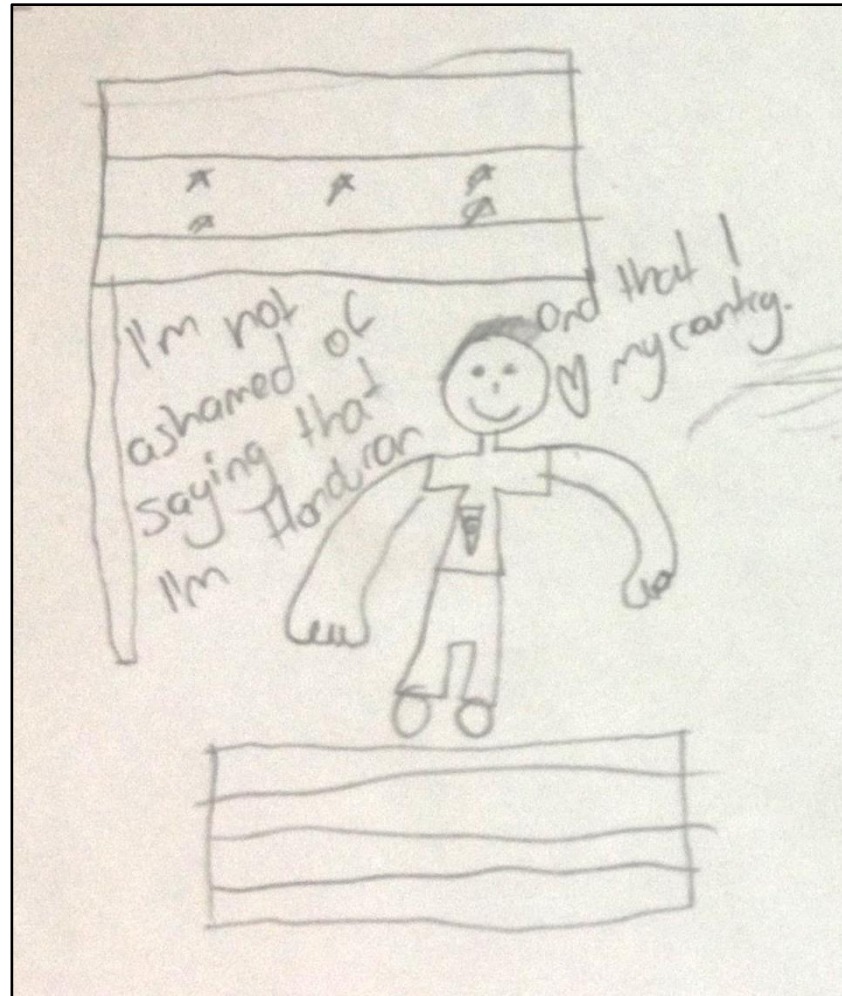
**Social
Consciousness**

**Linguistic
Identity**

Open Doors

Open Mind

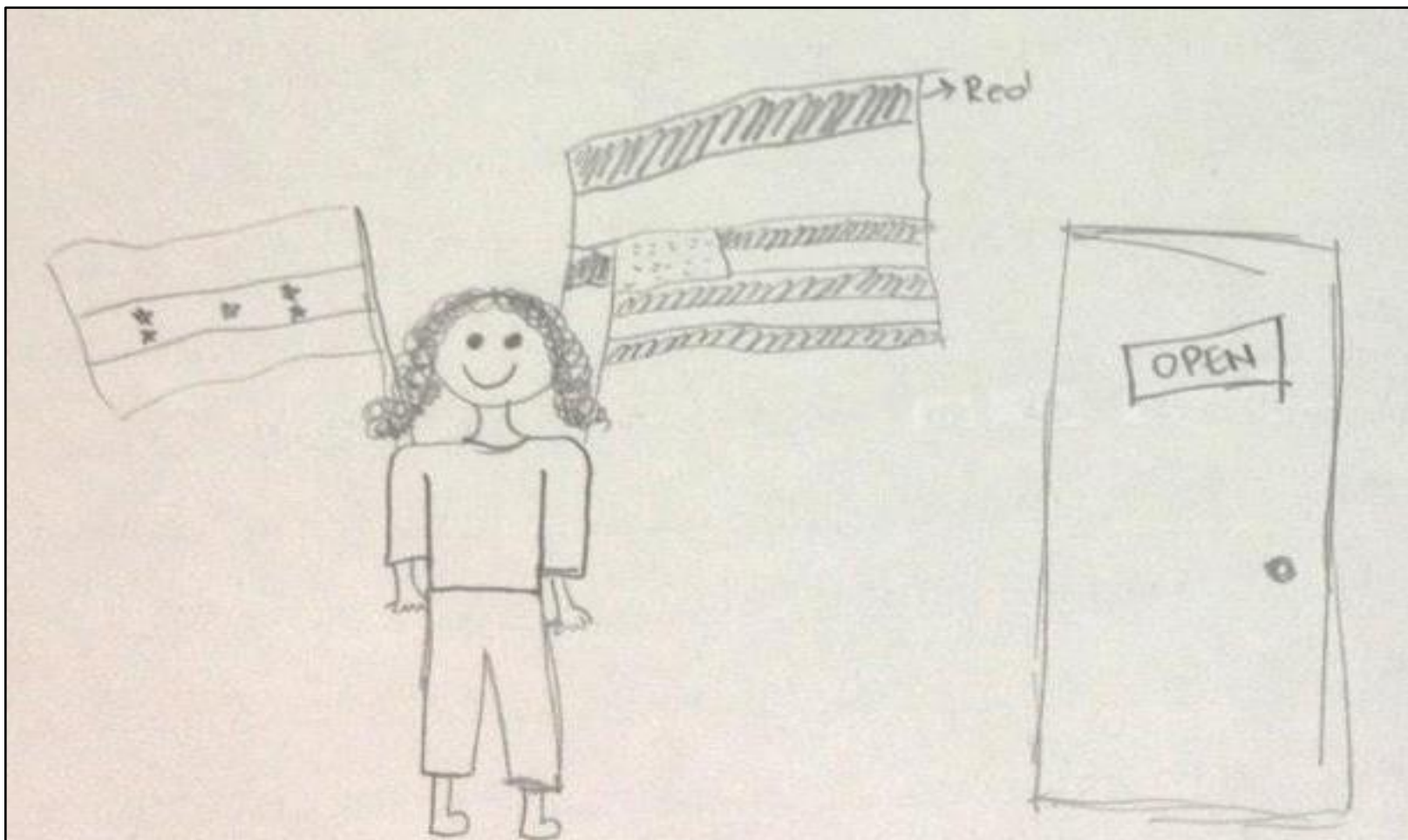
Social Consciousness



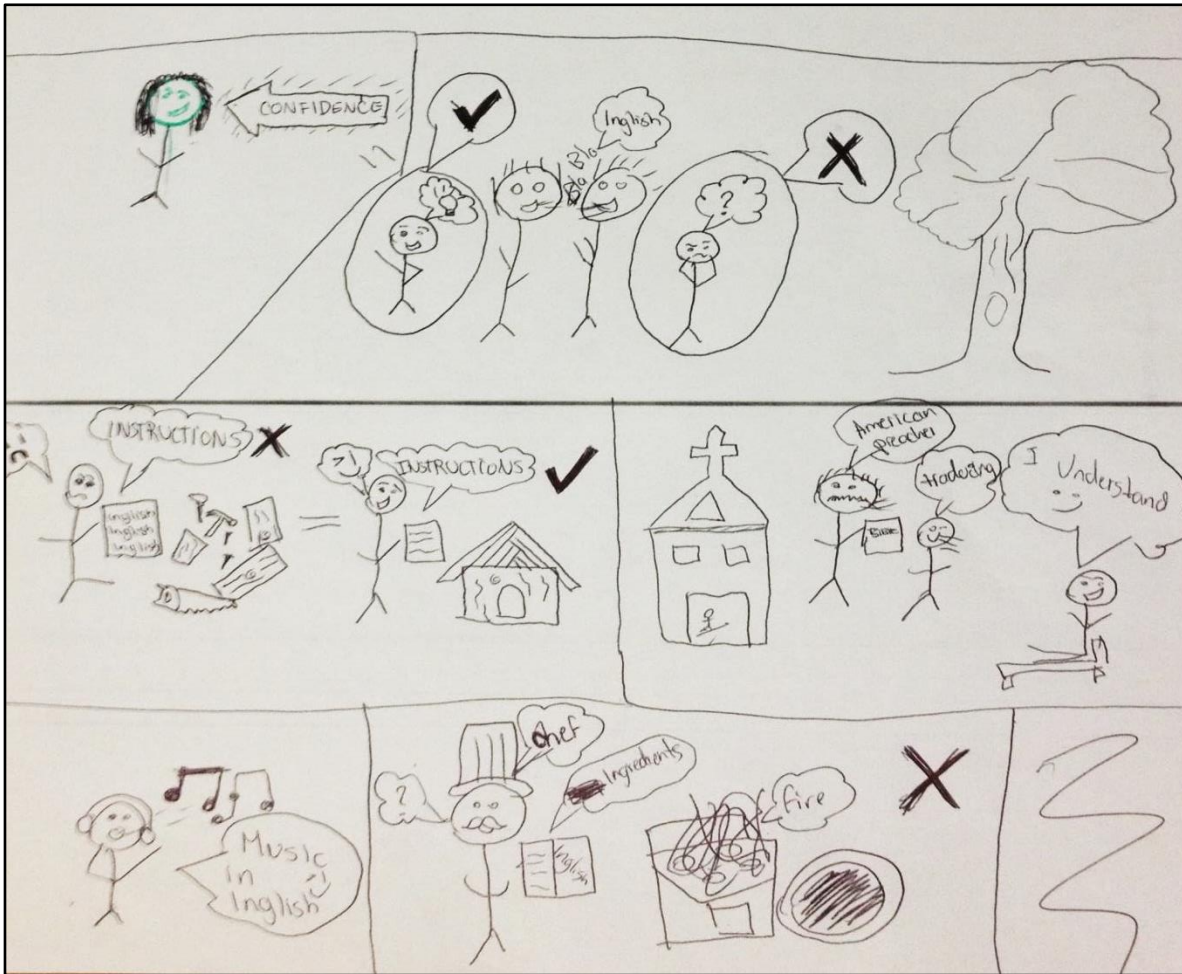
Linguistic Identity

“I have been very defined by the fact of being bilingual. English became my way of expressing myself. When I am overwhelmed, I tend to go and write stuff in English about how I feel. English has become a must have in me and part of who I am.”

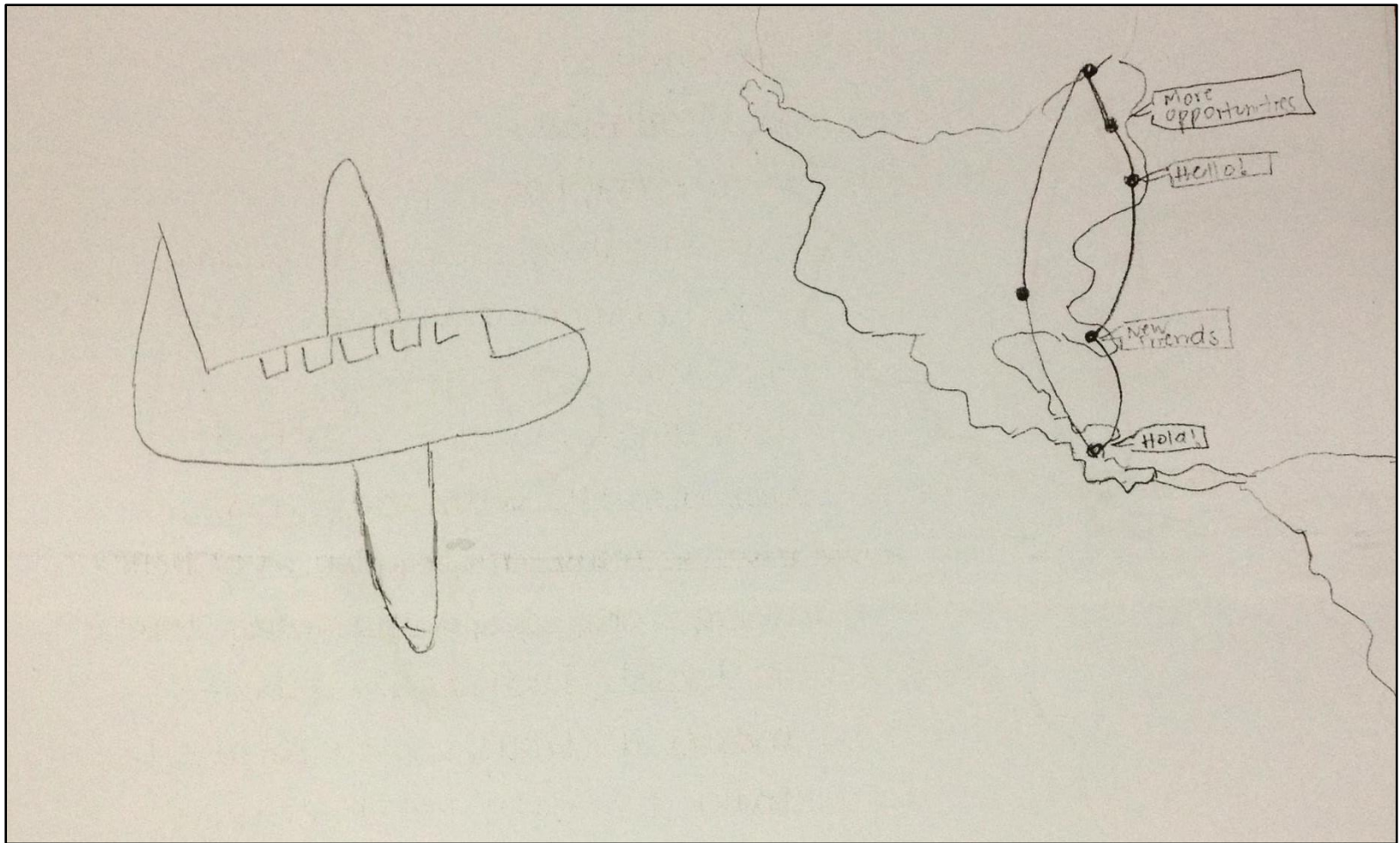
Open Doors



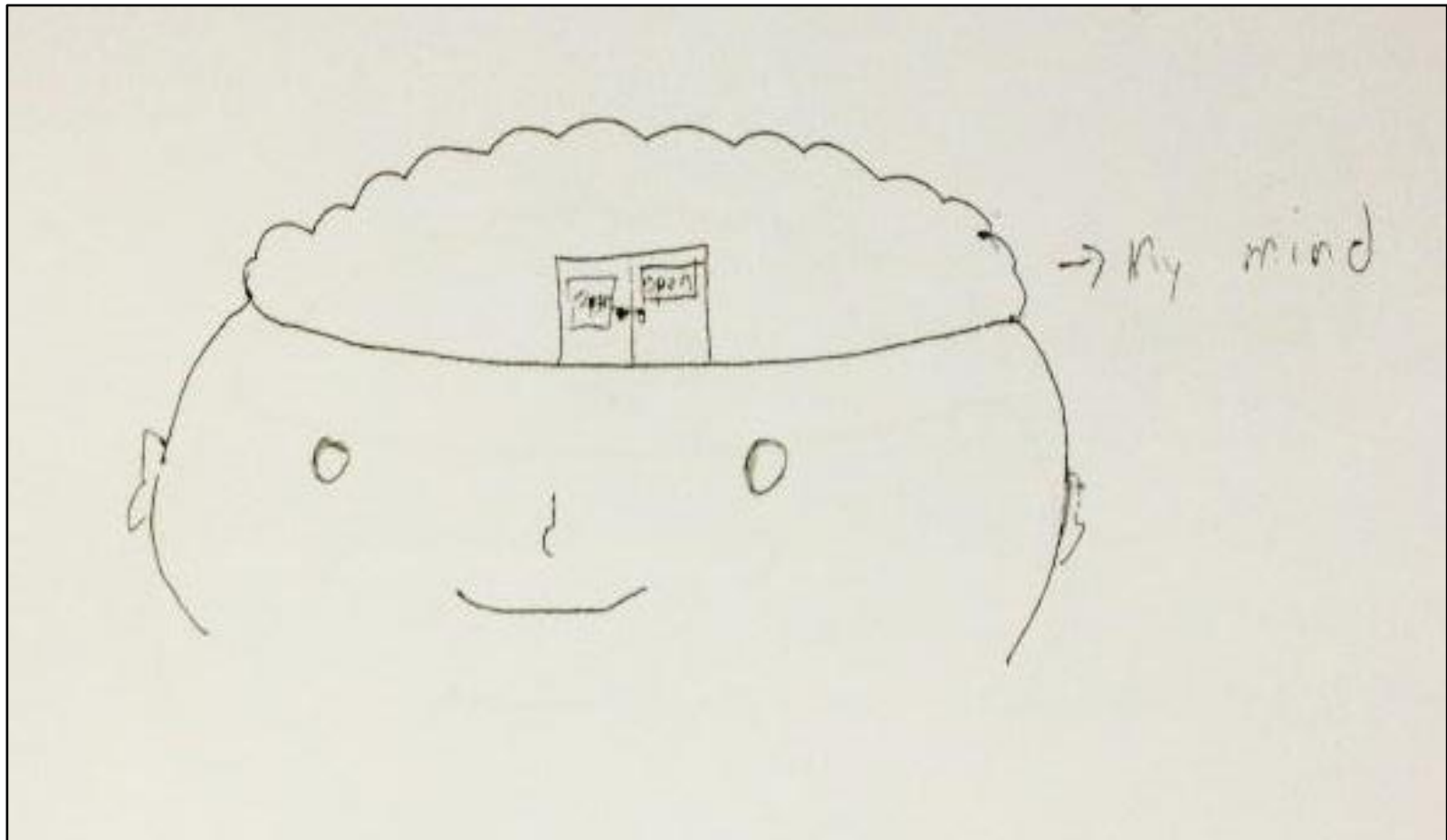
Open Doors - Access



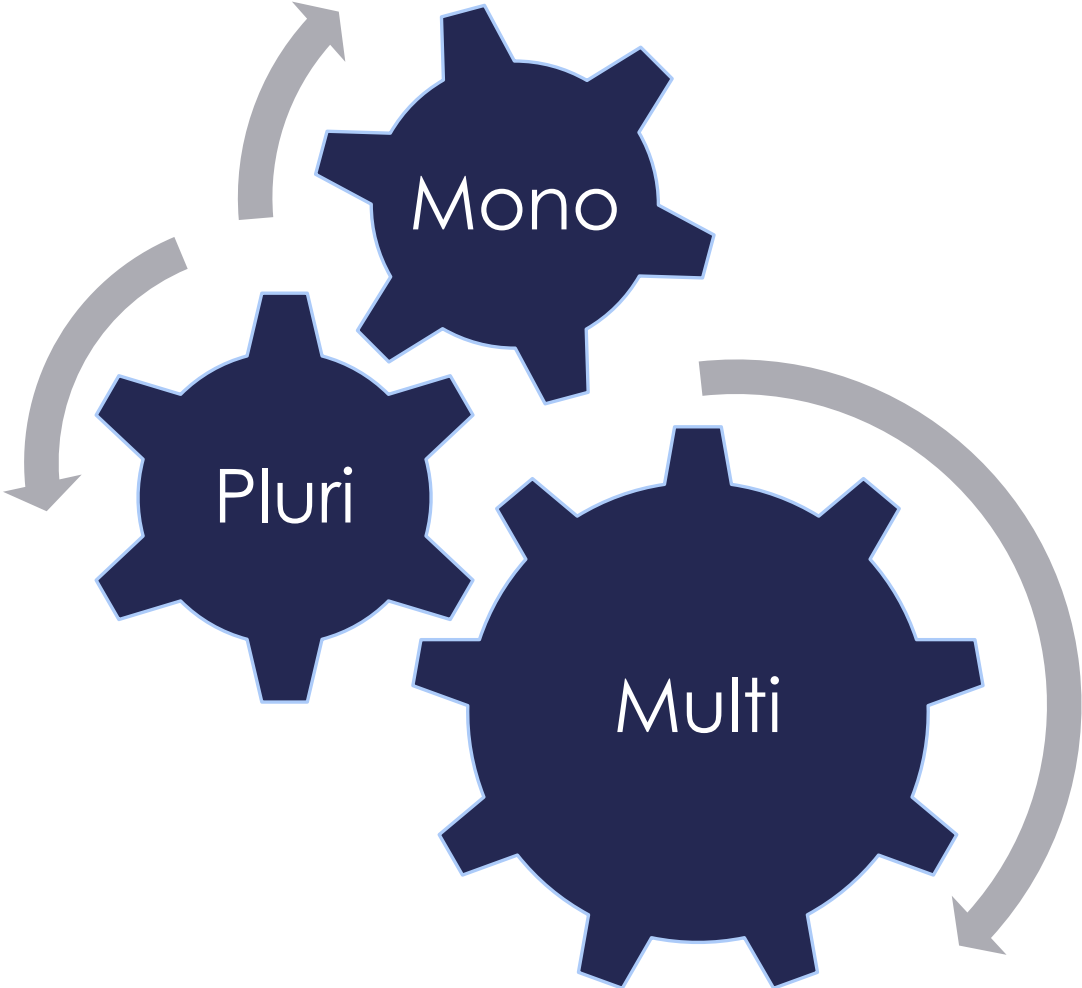
Open Doors - Relationships



Open Mind



Discussion



A vibrant rainbow arches across a cloudy sky above a schoolyard. In the foreground, a large, single-story building with a dark roof and white walls is visible. To the left, a tall palm tree stands prominently. The schoolyard is filled with people, including children in green uniforms, and a large green field. The overall scene is bright and colorful, with the rainbow being the central focus.

Questions? Comments?

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Additional Slides

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Reflection Question

How has your experience as a student at TPBS influenced your identity?

Interview Questions

Education/Work

- Which grades did you study at CEE?
- What year did you graduate from CEE?

Family Background

- Where were you born?
- Where are you parents from?
- Do you have any family members that were born outside of Honduras or currently live outside of Honduras?

Linguistic Background

- What languages were spoken in your family when you were growing up?
- Did anyone in your family speak English?

National Identity

- What characteristics do you think define Honduran national identity?
How would you describe yourself as a Honduran?
- What experiences or other factors have influenced your national identity?

Interview Questions (cont.)

Cultural Identity

- What culture or sub-culture would you consider yourself part of?
- What are the characteristics of that culture?
- What has influenced your cultural identity?

Perspectives on Other Cultures/Languages

- Are you interested in learning any other languages?
- Do you think learning English was valuable? Why or why not?
- Are there any other cultures that you're interested in learning about? How would you go about learning about them?

CEE Experience

- Did you ever feel conflicted between what was taught in English and what was taught in Spanish?
- What influence did US culture have on content taught?
- Literature? Movies?
- Have you experienced any negative impacts on your identity of having studied in a bilingual school?
- Have you experienced any positive impacts on your identity of having studied in a bilingual school?
- Has your experience at CEE led to a disconnect between you and Honduran culture? You and your Honduran non-bilingual peers?
- Do you believe one culture was promoted over another?

Interview Questions (cont.)

CEE Experience

- Outside of the academic impact, how did studying at CEE impact you personally?
- What values do you think are promoted at CEE?
- If I was to ask you to describe a CEE identity, what characteristics would you include?
- How do you think your personal identity may have been influenced by studying in a bilingual school?
- How do you think studying in English may have impacted your identity
Tell me about some of your teachers? Were they young? Old? Primarily US? Honduran?
- What impact do you think having North American teachers had on your identity?
- Did CEE explicitly discuss cultural diversity? Cultural awareness?

Alternatives to Verbatim Transcription (Halcomb and Davidson, 2006)

Step 1. Audio taping of interview and concurrent note taking

Step 2. Reflective journaling immediately post-interview

Step 3. Listening to the audiotape & amending / revision of field notes & observations

Step 4. Preliminary content analysis

Step 5. Secondary content analysis

Step 6. Thematic Review