Bittersweet Experiences for Brazilian Newcomers: Positive Interactions, Microaggressions, and Isolation in English-Only and Dual Language Bilingual Education Programs

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Bittersweet Experiences for Brazilian Newcomers: Positive Interactions, Microaggressions, and Isolation in English-Only and Dual Language Bilingual Education Programs

Rose Renée Whitney

A thesis submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Arts

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ABSTRACT

Bittersweet Experiences for Brazilian Newcomers: Positive Interactions, Microaggressions, and Isolation in English-Only and Dual Language Bilingual Education Programs

Rose Renée Whitney
Department of Teacher Education, BYU
Master of Arts

With the rise of the number of immigrant children in schools across the U.S., education research has directed its attention to understanding these newcomers’ social experiences at school. Though Brazilian immigrant populations are growing, research on their unique social experiences remains limited. Grounded in critical sociocultural theory, this interpretive phenomenological study shares the social experiences of four Brazilian newcomers in elementary school. Participants were adolescents who had immigrated to the U.S. as children and attended English-only and/or Dual Language Bilingual Education (DLBE) programs. As adolescents, participants were able to look back on their experiences as a newcomer in elementary school with greater perspective. Analysis of interview data reveal three main themes in Brazilian newcomers’ experiences: (a) positive interactions with other Brazilian immigrant students; (b) microaggressions from non-Brazilian immigrant students; and (c) isolation due to the dominance of English at school. Findings underscore the importance of Portuguese-English DLBE programs as a place for Brazilian newcomers to support one another. Additionally, findings reveal the prevalence of microaggressions across English-only and DLBE settings, underscoring the need for schools and teacher preparation programs to equip teachers with tools to support these students’ sociocultural competence in order to address microaggressions.

Keywords: Brazilian newcomers, social interactions, microaggressions, isolation, dual language bilingual education
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DESCRIPTION OF THESIS STRUCTURE AND CONTENT

This thesis, *Bittersweet Experiences for Brazilian Newcomers: Positive Interactions, Microaggressions, and Isolation in English-Only and Dual Language Bilingual Programs*, is written in a hybrid format that meets publication requirements for an academic journal in addition to traditional thesis requirements from Brigham Young University. The body of this text is written as a potential journal article to be submitted to a peer-reviewed, multicultural education journal. The thesis conforms to the journal’s style requirements, including elements such as a length of 20-30 pages and an abstract of up to 200 words. Manuscripts in this journal tend to follow this structure: Introduction, theoretical framework, review of literature, method, findings, and discussion. In order to ease the transition to the publication phase of this thesis, I have adopted the use of the pronoun “we” throughout the thesis to refer to myself and my thesis chair, Dr. Juan A. Freire, with whom I will co-author the journal article. Dr. Freire was involved in guiding me through the thesis process and peer reviewed this paper. Throughout the paper, when addressing individual efforts, I refer to myself as Author 1 and Dr. Freire as Author 2.

The preliminary pages of this text in addition to the appendices at the end reflect requirements from the university for the submission of a thesis. There are three appendices, A-C, that include an extended review of literature, Institutional Review Board approval and assent and consent forms, and instruments. There is a second reference list for the extended literature review that is included at the end of Appendix A.
Introduction

Today roughly one in every four children in the United States (U.S.) comes from an immigrant family (Annie E. Casey Foundation, 2020). This growing population has given rise to a field of research dedicated to understanding the experiences of these children. Specifically, within education research, many scholars are interested in how immigrant children, referred to as newcomers, experience school in the U.S. Newcomers are understood here as those who have been in the U.S. for 10 years or less (Oikonomidoy et al., 2019). Many newcomers' experiences at school are related to their social interactions with other students and are, “intertwined within spaces of inclusion and exclusion” (p. 586). Bringing to light the nature of immigrant children’s social interactions, both good and bad, is therefore key to understanding their overall school experience. Doing so can then inform efforts from schools and teacher educators to better support and include newcomer students. In particular, understanding newcomers’ experience with social isolation, cross-cultural interactions, and co-ethnic interactions can provide insight into structuring specific recommendations for multicultural teacher education courses and professional development.

Research suggests that newcomer students in the U.S. experience social isolation, engage in cross-cultural interactions that can be both positive and negative, and find support and comfort through co-ethnic interactions (Lilly, 2022; Oikonomidoy et al., 2019; Pérez Huber & Cueva, 2012; Salerno & Reynolds, 2017). However, research in these areas is limited in that it does not address the experiences of some specific ethnicities, such as those from Portuguese-speaking regions. Additionally, research specifically addressing newcomers' social interactions in elementary school is still limited.
In the present study, we chose to focus on Brazilian immigrants’ social interactions in elementary school. In the area where we live and work in Utah and across the U.S. at large, there is a growing number of Brazilian immigrants (Blizzard & Batalova, 2017). Available information estimates there are about 16,000 Brazilian immigrants in Utah (Jorgensen, 2017; Pioli, 2016). Additionally, there are 450,000 Brazilian immigrants residing in the U.S., constituting 1 percent of the 44.5 million immigrants in the U.S. (Blizzard & Batalova, 2017). While this population and percentage may seem small, the U.S. has the highest Brazilian immigrant population in the world (Wejsa & Lesser, 2018). Thus, the U.S., over any other country, is in the best position to study the experiences of young Brazilian immigrants at school.

Despite being in such a favorable position, little research has been devoted to Brazilian immigrant students in general, let alone regarding their social interactions with non-Portuguese-speaking students. Several factors contribute to this scarcity of information. First, higher rates of Brazilian immigration to the U.S. are a relatively recent phenomenon, occurring in waves over the last 40 years (Blizzard & Batalova, 2017). In this respect, the field has not had much time to grow. Additionally, Brazilians have been identified as an “invisible minority” (Margolis, 1995, p. 242) because they do not fit into current demographic descriptors. Brazilians are not Hispanic (of Spanish descent), but they are Latino/a (from any of the Latin American countries, including Brazil). Thus, while more research has been conducted into Hispanic and Latino/a immigrants’ social experiences at school, it is difficult to determine to what extent that research relates to Brazilian immigrants.

Scant research regarding the social interactions of Brazilian immigrant students with other students results in some negative consequences. One consequence of limited research in this area is that Brazilian students’ voices may not be as prevalent in the field of research
compared to the voices of other immigrant students. Brazilian immigrant students’ perspectives and needs deserve to be highlighted and understood. As Fielding (2001) argues, change in educational practice can only be truly transformative when student voices are included.

In this way, limited research on Brazilian immigrants’ social interactions with other students presents significant problems. Teacher educators have fewer resources to draw upon as they prepare preservice teachers to support Brazilian immigrant students. Likewise, schools that serve Brazilian immigrants have little research to inform how they go about including and supporting their students. This becomes especially problematic as Portuguese-English dual language bilingual education (DLBE) programs become more common (American Councils Research Center, 2021). In these contexts, limited research on how to support and include Brazilian immigrants means schools are underserving a large percentage of their student body. An increase of research on the social interactions of Brazilian immigrants with other students would help those who teach these students to be more informed about specific ways to support them, as opposed to relying on generalizable research for Latino/a immigrants.

The purpose of this study was to bring to light the social interactions Brazilian immigrants have with other elementary school students. In order to get a full perspective on their social experiences throughout elementary school, Author 1 interviewed adolescents rather than children. Brazilian adolescents who moved to the U.S. as children have a unique perspective, they are able to look back on their elementary school interactions as new immigrants in addition to their interactions later on as they became more accustomed to the country. By interviewing this demographic, Author 1 was able to better understand Brazilian immigrant children’s experiences relating to their social interactions with other students. In this way, this research contributes to an area of inquiry that is needed.
This study was guided by the following research question: How did Brazilian immigrant children experience social interactions with other elementary students? Findings shed light on various social experiences of Brazilian immigrant students from elementary school. We conclude with practical implications for the improved support and inclusion of Brazilian immigrant children in elementary school classrooms.

**Theoretical Framework**

This study is framed by critical sociocultural theory, a perspective that acknowledges larger systems of power and how they shape individuals within social discourses (Moje & Lewis, 2007). Critical sociocultural theory builds off sociocultural theory (Vygotsky & Cole, 1978) which asserts that all learning occurs through mediation, the use of physical and psychological tools to make meaning. What’s more, mediation is often integrated within a community or cultural context (Vygotsky & Cole, 1978). This means that the setting wherein learning occurs matters because of the culture of that given community. Within a classroom, attention to students’ cultural backgrounds and how they vary from the dominant culture of the school are necessary for optimal learning of diverse students because of the power asymmetries among social groups (Fairclough, 2001). In this way, critical sociocultural theory builds upon sociocultural theory as it attends to power dynamics that reproduce social hierarchies specifically within school settings where students are marginalized based on constructs such as immigration and language (Moje & Lewis, 2007).

In this way, critical sociocultural theory’s attention to culture and power serves as an instructive lens through which to understand the social interactions of Brazilian newcomers at school. Brazilian newcomers straddle between their native culture and the White culture of the
school space. The study of newcomers’ social interactions is amplified when rooted in critical sociocultural theory due to their unique linguistic and cultural circumstances.

Because of the study’s attention to power, we were also considerate of microaggressions. The concept of microaggressions falls well within critical sociocultural theoretical framework, since as immigrant students socialize, they are subject to receiving microaggressions. Microaggressions refer to assaults and offenses directly targeting minoritized individuals (Pérez Huber, 2011; Pierce, 1974; Sue et al., 2007) that can be perceived as “brief and commonplace daily verbal, behavioral, or environmental indignities that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Sue et al., 2007, p. 273). Although the origin of microaggressions focused on race, the concept of microaggressions has extended to also include categorization of other social constructs such as language, class, and citizenship status. Steketee et al. (2021) discuss immigrant-origin microaggressions explaining, “immigrant-origin microaggressions challenge belongingness, highlight a sense of foreignness, and devalue heritage language and culture” (p. 1085). They include data from other studies that demonstrate immigrant-origin microaggressions such as peers making fun of newcomers’ food, questioning their immigration status, and taking advantage of their limited understanding of English. Thus, viewing the present study through a critical sociocultural lens also meant that we were aware of microaggressions as a potential manifestation of power, or the lack thereof, within newcomers’ social interactions.

**Review of Literature**

The social experiences of Brazilian newcomers cannot be examined without first understanding the experiences of social isolation, cross-cultural interactions, and co-ethnic interactions of newcomers in general.
Social Isolation

While immigrant children constitute a significant portion of students in the U.S., newcomers may still feel isolated in their schools (Kirova, 2001; Lilly, 2022; Parra et al., 2014; Suárez-Orozco et al., 2010). The dominance of English in U.S. schools creates an intimidating atmosphere for newcomers with little or no familiarity with English and can lead to feelings of isolation (Babino & Stewart, 2017; Galloway & Lesaux, 2017; Kirova, 2001; Lilly, 2022; Parra et al., 2014; Pérez Huber & Cueva, 2012). Newcomers often fear speaking up in class and have few opportunities to engage in content related conversations with native English speakers (Kirova, 2001; Lilly, 2022; Suárez-Orozco et al., 2010). What’s more, programs that have a hyper-focus on English language acquisition can even isolate newcomers from each other (Parra et al., 2014). In addition to language, cultural dissonance has also been reported as a reason newcomers feel social isolation (Pérez Huber & Cueva, 2012; Phelan et al., 1998; Wrigley, 2000).

Cross-Cultural Social Interactions

Cross-cultural interactions are interactions occurring between people from different cultures. Research on newcomer students’ social interactions suggests that cross-cultural interactions with peers can help newcomers feel included and promote positive school experiences (Oikonomidoy, 2015; Oikonomidoy et al., 2019). Oikonomidoy et al. (2019) conducted a review of literature on 17 years of research regarding the academic and social integration of newcomers in the U.S. and found that tutoring, leadership opportunities, and sports teams provided opportunities for newcomers to engage in positive social interactions with peers from different cultures. In the field of DLBE, cross-cultural interactions fall under what is termed sociocultural competence, which has been defined as “a term encompassing identity
development, cross-cultural competence, and multicultural appreciation” (Howard et al., 2018, p. 3). Freire (2020) has made a call to expand sociocultural competence (also called biculturalism) to the particular sociocultural needs of minoritized students, including these students’ preparedness to navigate various cultures and overcome oppressive issues such as racism.

Research shows that when school faculties are not trained on and intentional about cross-cultural interactions, conflicts and microaggressions can occur (Hansen-Thomas & Chennapragada, 2018; Neitzel et al., 2019; Oikonomidoy et al., 2019; Pérez Huber & Cueva, 2012; Steketee et al., 2021). Oikonomidoy et al.’s (2019) review of literature concluded that newcomers are often vulnerable to negative interactions related to racism and bullying. Even cross-cultural interactions where bullying does not occur, teachers’ positioning of students can elevate native English-speaking students above their newcomer peers, which then affects the way these students interact with each other (Neitzel et al., 2019).

**Co-Ethnic Interactions**

Because of the ambivalence of cross-cultural interactions, newcomers often look to other sources for inclusion and support. One area through which newcomers find inclusion and support is co-ethnic interactions. Co-ethnic interactions are times when individuals interact with peers that share their same ethnicity and culture. Oikonomidoy et al.’s (2019) review of literature found that in a variety of studies on newcomers from many different countries, co-ethnic interactions at school mitigated feelings of alienation and fostered meaningful connection. Salerno and Reynolds (2017) and Pérez Huber and Cueva (2012) found that physical spaces where ethnic minority students felt comfortable gathering facilitated co-ethnic interactions. In both studies, co-ethnic interactions within these spaces promoted academic and English language support and also influenced adolescents’ identity formation and ethnic pride.
Dual Language Bilingual Education Programs

While there is limited research regarding newcomers’ social interactions within DLBE programs, available research suggests that these programs help foster newcomers’ sense of belonging. In a Massachusetts Portuguese-English two-way bilingual education (TWBE) program, a type of DLBE program that balances the number of students fluent in the two target languages (Howard et al., 2018), Brazilian kindergarten students’ memories of and conversations about Brazil helped them establish a sense of belonging in their classroom (Lima Becker & Oliveira, 2022). Shifting from student perspectives to parent perspectives, Oliveira et al. (2021) found that Brazilian parents valued the way their culture was included at their children’s Portuguese-English TWBE program. As noted above, an absence of their native culture led to feelings of isolation among newcomers (Pérez Huber & Cueva, 2012; Phelan et al., 1998; Wrigley, 2000). While the study conducted by Oliveira et al. (2021) reveals that parents appreciated cultural inclusion, these scholars acknowledge their study is limited in that it does not include Brazilian students’ perceptions on cultural inclusion at their school. Thus, more research is needed to understand if cultural inclusion within DLBE programs helps alleviate feelings of isolation among newcomers.

This review of literature indicates that newcomers feel social isolation due to the prevalence of English in U.S. schools, engage in cross-cultural interactions that can be positive but are often negative, and rely on co-ethnic interactions for inclusion and support. Studies are limited in that they do not address the experiences of some ethnicities, such as Brazilians. Additionally, there is limited research on newcomers’ social interactions within DLBE settings. However, available research on Brazilian newcomers’ experiences within Portuguese-English DLBE programs suggests students create spaces of cultural inclusion through their interactions
with peers. The present study on Brazilian newcomers’ social interactions in English-only and DLBE programs is needed to better illustrate what school is like for this demographic and thereby inform educators’ efforts to support and include these children.

**Method**

The principal approach used for this study, as developed and employed by van Manen (1990) and Seidman (2013), was interpretive phenomenology based on Heidegger’s approach (Creswell et al., 2007). Interpretive phenomenology seeks to understand how an individual interprets their own lived experiences pre-reflectively (van Manen, 1990). Expounding further, Heidegger acknowledges the subjectivities of both the researchers and the participants (Peoples, 2021). In this way, the focus of phenomenology is less on establishing facts and more on understanding and interpreting the essence of individuals’ lived experiences. The present study’s question regarding the social experiences of Brazilian newcomers led us to use phenomenology as our methodology. Doing so allowed for rich data that depict what daily social interactions were like for participants as newcomers.

This study’s use of phenomenology in addition to critical sociocultural theory as its theoretical framework was purposeful. Although Heidegger (Creswell et al., 2007) and Vygotsky (Vygotsky & Cole, 1978) have numerous differences, they are in agreement that subjectivity is an important area of study and stress that context and situatedness play an important part in understanding the phenomenon of study and consciousness. We assert that in order to understand the essence of Brazilian newcomers’ lived experiences (phenomenology), issues of power within their social interactions must be acknowledged (critical sociocultural theory). In this way, the level of phenomenology used in this study complements basic Vygotskian thought.
Positionalities

Before further describing the study’s methodology, it is important to note the authors’ positionalities. I (Author 1) am a White woman from a middle-class background. I chose to conduct interviews with Brazilian immigrants because of my connections to Brazil. I lived in the northeast region of Brazil for over a year. As I did not speak Portuguese before moving there, I learned the language predominantly through social interactions. This experience, in addition to my experiences as an elementary school teacher, led me to be interested in the school experiences of Brazilian immigrants in my community in Utah. Author 2 mainly supported Author 1 in her design and preparation of the study in the role of supervisor and later contributed to the manuscript for publication.

Context

This study took place in a city in Utah. The majority of residents in this city self-identify as White (United States Census Bureau, 2017). However, the Census Bureau (2017) also reported that minority ethnicities and races include Hispanics at 16% of the population and multiracial, Asian, and Native Hawaiian and/or Pacific Islander at greater than 1%. While census data are useful, in this particular context it is limiting because, as Margolis (1995) notes, racial and ethnic categories in the U.S. do not include a way for Brazilian Americans to satisfactorily self-identify. For this reason, information about Brazilian immigrant populations is not precise. However, a few different sources offer some insight. Many Brazilians immigrate to Utah because of their affiliation to The Church of Jesus Christ of Latter-day Saints. The number of Portuguese-speaking congregations and their respective locations suggest that the city where the study took place is home to a large portion of Utah’s estimated 16,000 Brazilian immigrants according to
literature (Jorgensen, 2017; Pioli, 2016) and the web locator of congregations of The Church of Jesus Christ of Latter-day Saints (2020) that includes congregations that meet in Portuguese.

**Participants**

With IRB approval, we sought to recruit Brazilian immigrants who learned English while attending U.S. elementary schools. For the purposes of the study, it was important that participants had already been reclassified from English language learner to English proficient by their respective schools. Having already been reclassified, participants could then look back on their experiences learning English in elementary school with a wider perspective of what social interactions were like for them. We did not seek participants who had attended a specific type of elementary school, such as traditional, English-only or a DLBE program but rather were open to a variety of schooling experiences from participants. Following these stipulations, we looked for Brazilian adolescents between the ages of 12 and 17 who had immigrated to the U.S. during their elementary school years.

To find participants, we contacted leaders from the local Portuguese-speaking congregation for The Church of Jesus Christ of Latter-day Saints. With the help of these leaders and families, we found a total of four participants who fit the criteria explained above. All participants and their parents signed assent/consent forms before we began conducting interviews. Participants’ assent forms were given in English since we knew they were already proficient English speakers and consent forms for parents were provided in both English and Portuguese. As a way to show gratitude for being part of the study, participants were given a gift card at the end of the last interview. Table 1 provides an overview of participant characteristics. Brief bios follow the table, describing each participant in more detail. The differences in age in
addition to the variety of schools and the languages of instruction at those schools provided an expanse of experiences to consider.

**Table 1**

*Participant Information*

<table>
<thead>
<tr>
<th>Name</th>
<th>Race</th>
<th>Current Age</th>
<th>Age at time of immigration</th>
<th>Elementary School(s) Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur</td>
<td>White</td>
<td>16</td>
<td>11</td>
<td>Attended an English-only elementary school for 6th grade</td>
</tr>
<tr>
<td>Mateus</td>
<td>White</td>
<td>16</td>
<td>9</td>
<td>Attended the Portuguese-English DLBE program from 3rd-6th grade</td>
</tr>
<tr>
<td>Isabela</td>
<td>White</td>
<td>14</td>
<td>7</td>
<td>Attended the Portuguese-English DLBE program from 2nd-5th grade</td>
</tr>
<tr>
<td>Leo</td>
<td>White</td>
<td>12</td>
<td>5</td>
<td>Attended an English-only elementary school for 6th grade</td>
</tr>
</tbody>
</table>

Arthur enjoys being with friends and playing and listening to music. He especially loves playing bass and is in a band with his friends. Arthur is soft spoken with a calm, easy going demeanor. During our interviews he was polite and responsive but more reserved than other participants. He is the oldest in his family
**Mateus**

Mateus enjoys playing sports. He plays soccer, swims competitively, and recently started doing triathlons. He also enjoys playing the guitar. Mateus remembers classmates commenting on his cool clothes when he first moved to the U.S. and since then says he still enjoys trying new styles of clothes. Mateus appeared confident and friendly throughout all of our interviews. He is the oldest in his family and Isabela and Leo are his younger siblings.

**Isabela**

Isabela is outgoing and articulate. She enjoys playing the piano, watching movies, and being with friends. Isabela also loves reading and reads from a wide variety of genres. During interviews Isabela was extremely friendly and easily shared experiences with animation and detail. During one of the interviews, her five-year-old brother was present, and she showed care and responsibility as she helped him.

**Leo**

Leo is outgoing and good-natured. He enjoys playing soccer, riding his bike, and listening to music. During the interviews he was talkative, friendly and positive, even when describing difficult experiences. Leo enjoys both the social and academic aspects of school.

Figure 1 describes the types of elementary school programs participants attended. It is important to note that data from the study came from three elementary schools where participants attended school during their elementary years. The first school, attended by Arthur, was a traditional, English-only Title 1 school with a large Hispanic population. The second, attended by the other three participants, was a Portuguese-English DLBE school that, under the Utah model for DLBE programs, did not start until first grade. This DLBE school is one of the six Portuguese-English elementary school programs in the state in the 2020-2021 school year (the
most updated list on the state website: Utah State Board of Education, 2022). The DLBE school was not Title 1 and, while there were many native Portuguese speaking students, was considered a one-way world language immersion program (a type of program with a majority of English speakers for whom the partner language is a world language). Finally, Isabela and Leo moved to an English-only charter school after attending the DLBE program for a few years. This school had few immigrants and was predominantly White.

**Figure 1**

*Elementary School Program(s) Attended by Participants*

![Venn Diagram showing the school programs attended by Arthur, Isabela, Leo, and Mateus.

**Data Collection and Analysis**

Data collection was in the form of interviews. We employed van Manen’s (1990) approach to phenomenological research as a guide for creating interview protocols. The format
and progression of the interviews followed Seidman’s (2013) phenomenological qualitative interview method. This method follows a three-interview series that allows participants to reconstruct their experiences through open-ended questions in the first two interviews and ensures trustworthiness through a final member checking interview (Seidman, 2013). This involved discussing participants’ key quotes from the transcriptions and the themes that were identified in relation to their quotes in order see if my interpretations aligned with what they intended to express during the interviews. A total of 12 semi-structured interviews were conducted with the participants throughout the 2021-2022 school year. Two interviews were conducted individually with each participant from September through October of 2021, with a third, member-checking interview in June 2022. All interviews occurred through video calls, with participants calling from their homes.

For the first interview, Author 1 asked participants an identical list of questions related to their experiences with social interactions at school. Following the first set of interviews, Author 1 transcribed them and engaged in a preliminary analysis of students’ experiences. This involved reading through interview transcriptions several times and making brief memos noting similarities across participants’ experiences. Because the study was framed in critical sociocultural theory, Author 1 was especially aware of data regarding issues of power and microaggressions; however, she did not begin with specific codes, rather she used thematic analysis and an emergent approach for finding themes in the data (Saldaña, 2009). As this was just a preliminary analysis, with only a portion of the data, Author 1 only made memos on the transcriptions and did not yet establish a set of codes.

A second round of interviews were conducted to ask more detailed questions regarding participants’ responses from the first set of interviews. Questions were prepared ahead of time
and were unique to each participant. The analysis after the second interview continued to follow Saldaña’s (2009) and Creswell’s (2019) recommendations. As she studied the transcriptions from interviews one and two through a critical sociocultural lens, Author 1 began making notes of codes that were emerging from the data and came up with a list of 12 codes. Examples of some of the codes include, “cultural capital,” “exclusion due to (English) language,” “learning curve,” and “stereotypes about Brazil.” Author 2 reviewed the 12 codes, checking for overlap or redundancy, and collapsed the codes into three main themes as described next (Creswell, 2019).

**Findings**

Three key themes relating to the research question on Brazilian newcomers’ social interactions with other elementary students emerged, revealing the bittersweet nature of their social experiences. First, participants engaged in positive interactions with other Brazilian immigrant students that created feelings of connection and support. Next, participants’ interactions with non-Brazilian students contained microaggressions related to language, class, country of origin, and race. Finally, participants experienced isolation in a classroom setting and in social situations as they tried to learn English. It is important to highlight that while these were the main themes that emerged from the interviews, the participants could have had multiple positive interactions as newcomers and could have also had negative experience with Brazilian fellows.

**Positive Interactions With Other Brazilian Immigrant Students**

Interactions with Brazilian peers only occurred in the Portuguese-English DLBE school because it was the only school setting where participants had Brazilian classmates. Participants expressed positive feelings when speaking about their interactions with other native Portuguese-speaking students. The major types of positive social interactions with other Brazilian immigrant
students are represented by two types: connection between Brazilian immigrant students and support, which was both received and provided, in social interactions.

**Connection Between Brazilian Immigrant Students**

Participants’ descriptions of interactions with fellow Brazilian students revealed how a shared language and culture helped them experience connection at a new school in a new country. When asked about their initial peer interactions, students in the DLBE program all mentioned their friendships with other Brazilian students. Mateus remembered that he was able to make friends with relative ease because there were students with whom he could communicate in his first language. In addition to a shared language, a shared culture with fellow Brazilian students also helped him feel connection. Regarding these friendships he explained:

> It kind of helped me remember Brazil in a way because it was like, we could relate to each other. So, like… I don’t know, like an American did something funny and we talked to each other, like “that's so weird,” you know. We could relate to each other at the same level and that's what was helpful.

Similar to research on Latino/a newcomers’ co-ethnic interactions around a shared culture (Pérez Huber & Cueva, 2012; Salerno & Reynolds, 2017), Mateus’ comments show that, in addition to being able to communicate in his first language, commiserating over a cultural difference between Brazil and the U.S. with fellow Brazilian helped him feel connected.

**Support Between Brazilian Immigrant Students**

In addition to the sense of connection that participants felt through interactions with other Brazilian students, they also found support within these interactions. Participants reported being the recipients of support most often when they first immigrated to the country, which was an especially difficult time. Mateus and Isabela both shared how their Brazilian peers helped them
with their schoolwork frequently. Isabela referred to academic support that she received after school hours from another Brazilian immigrant student, “When I came here, there was [a Brazilian student] who’d moved here like four years earlier and he would help me like every Wednesday catch up on my work.” Similarly, Mateus remembered being assigned a seat next to a fellow Brazilian when he first began school in the U.S. so that he could better understand what was going on in class. He explained, “[The student] would translate to me, so the teacher would tell instructions and then [the student] would tell them to me because she spoke Portuguese.” Within these interactions, Mateus and Isabela were able to translanguage with their Brazilian peers and thereby make sense of school assignments. These interactions proved memorable to participants as ways they felt supported by other Brazilian students shortly after moving to the country.

Furthermore, Isabela described how, after a period of time, she was able to pay the support she received forward by helping newly immigrated Brazilian students in her school. Once more engaging in translanguaging, but this time in order to offer support, Isabela would sit next to newcomers in class, explain what was going on, and essentially help students know what to expect during a typical school day. Remembering these positive interactions she added, “It felt kind of cool, you know, kind of special when we could help these students out, too.” Beyond interactions at her elementary school, Isabela also described how she supported future Brazilian immigrant children by doing a video call with them before they left Brazil. Isabela’s parents would arrange these meetings with families that they knew or were acquainted with in Brazil. These families often immigrated to the same area in the U.S. where Isabela and her family now live. Explaining the video calls Isabela said, “It’s kind of to comfort them [about] moving here because it’s so hard.” She added, “It’s better to know when you’re moving to a country [that]
you have at least a friend there.” Isabela’s interactions with future or newly immigrated Brazilian students show how she was able to offer them support.

In sum, participants’ interactions with other Brazilian immigrants were characterized by feelings of connection and support. Drawing upon their full linguistic repertoires, participants engaged in translanguaging with other Brazilian classmates as a way to connect and to better understand or explain what was going on in class. These interactions were positive aspects of participants’ experiences learning English in elementary school. While Arthur did not have any opportunities for interactions with Brazilian peers at school, his experiences interacting with non-Brazilian classmates described hereafter reveal challenges to finding connection and support and thereby illustrate the importance of co-ethnic interactions.

**Microaggressions From Non-Brazilian Students**

While some of the social interactions with non-Brazilian immigrant students were enjoyable, a dominant theme was the microaggressions participants experienced from non-Brazilian immigrant students. These interactions resulted in challenging and at times hurtful exchanges, which is typical of newcomers’ cross-cultural interactions (Oikonomidoy, 2015; Oikonomidoy et al., 2019). All participants mentioned having received microaggressions from non-Brazilian immigrant students, while they did not report that they had received microaggressions from other Brazilian students.

Isabela described interactions she had with some of the students in the English-only strand. One of these experiences illustrates a linguistic microaggression. She shared:

[Students in the English-only track] would kind of joke that we were speaking gibberish and they would imitate us in gibberish. And it was just kind of like, “Wow, look, [at] these American kids making fun of us.” And it was kind of like bullying sometimes. It
would make us feel sad and pretty disappointed or mad. And it's just really frustrating because you're like seven or eight or nine.

The words and actions in these microaggressions conveyed a message that devalued Isabela’s native language and positioned it as a deviation from the norm (English). This exemplifies how microaggressions occur in commonplace daily interactions and highlights the challenge of dealing with microaggressions at such a young age.

In addition, Isabela recalled a time when a non-Brazilian peer from the English-only track explicitly confronted her and challenged her belonging. Shortly after immigrating and starting school in the U.S., Isabela recalled a linguistic and citizenship microaggression:

We were in the bathroom; I'm washing my hands and she is too. And she's trying to speak to me, and I was like, “Oh, sorry, I don't speak English.” And she's just like, “What do you mean you don't speak English? Why are you in America if you can't speak English?” And I'm just like, “I'm sorry.” So as soon as I leave the bathroom, she's like following me and my friend is like, “She's from Brazil.” And she's like, “Why do we have people that are not American in this school?”

In this instance, Isabela’s native language, culture, and citizenship were explicitly marginalized. The non-Brazilian student’s comments were microaggressive because they challenged Isabela’s belonging in the U.S. and tied it to her ability to speak English.

Experiences shared by Isabela show how students’ differences and positions of power were magnified within her DLBE school. Even in a place where linguistic diversity was built into the academic structure of the school, Brazilian immigrant students still engaged in interactions with non-Brazilian students that disempowered them.
Brazilian students recalled several instances where they had to address and confront microaggressions in order to dispel stereotypes about their country and their culture. All participants described times where they had to teach non-Brazilian peers and even close friends, basic things about Brazil. In these cases, participants did not passively receive the microaggressions. Instead, they confronted their peers by explaining or correcting their misconceptions. Arthur, whose schooling was in an English-only setting with non-Brazilian peers, shared an experience showing a classist microaggression in which all Brazilians were poor in Brazil, “I used to have a friend that, he didn’t know I had a phone in Brazil, and I was like, ‘Dude, we have everything there.’” While Arthur enjoyed the collegiality and called his classmate his friend, he was tasked with having to dispel myths about Brazil for his peers. Even within the DLBE program where non-Brazilian students were often in close proximity to many Brazilians, these students still held misconceptions. In his interactions with DLBE and non-DLBE peers, Mateus recounted his efforts to address microaggressions related to stereotypes and poverty in relation to Brazil:

The first year I got here, I’d always tell my friends [what] Brazil was like ‘cuz they always thought Brazil was like all soccer and like everybody’s poor. And they had like a “movie vision” you could say of Brazil and I just kind of had to explain to them sometimes.

Despite being in a DLBE program, Mateus found himself in a situation in which he had to clarify what Brazil was like. Non-Brazilian classmates not only had inaccurate stereotypes about what life was like in Brazil, these students also held stereotypes about what a Brazilian should look like.
After moving to their English-only schools, Leo and Isabela encountered incredulity about their race and their country of origin. Leo shared a racial microaggression, “Since I’m basically White, some people at school, they’re like, ‘I don’t believe you’re Brazilian.’” Similarly, Isabela recalled, “One kid was like, ‘No, you can’t be Brazilian. You’re not Black.’ And I was like, ‘Nope, that’s not accurate at all… We are everything.’” In these instances, Leo and Isabela had to dispel peers’ stereotypes about the racial diversity of Brazilians.

In conclusion, experiences participants had with non-Brazilian classmates differed greatly from the types of interactions they had with their Brazilian peers. All the microaggressions Brazilian immigrant students received came from non-Brazilian students. In sum, the experiences presented above demonstrate the ways in which participants engaged in interactions that showed the differences in students’ positions of power where they received microaggressions and in some cases confronted microaggressions based on stereotypes about the diversity of Brazil’s socioeconomic classes and racial backgrounds.

**Isolation in the Classroom and in Social Situations at School**

The final theme that emerged was isolation both in a classroom setting and in social situations at school. As shared previously, research shows that social isolation is a common feeling among newcomers (Kirova, 2001; Lilly, 2022; Parra et al., 2014; Suárez-Orozco et al., 2010). Aligning with available research, isolation was most keenly felt by participants during English instruction in the weeks and months immediately following their immigration to the U.S. Participants shared experiences from this period where they felt isolated both in a classroom setting and in social situations.

First, participants felt isolation within a classroom setting as they struggled to follow the teacher’s instructions. Mateus and Isabela, who began school in the U.S. in the DLBE program,
both commented on the academic isolation they felt during the English portion of their school day; however, these students had a reprieve during the Portuguese portion of the day. In contrast, Arthur, the participant who attended a traditional, English only elementary school, experienced this isolation throughout the entire school day. What’s more, to his knowledge, there were no other Portuguese-speaking students at his school. The teacher assigned a classmate who spoke Spanish to tell him the instructions in Spanish and hoped that he could make sense of some of the words. Regarding this situation, Arthur shared:

[The student assigned to translate instructions into Spanish] only kind of did it for like a month and the rest I just kind of did it myself, like translating myself because the kid wasn't willing anymore to help me. So, I just started to do stuff myself.

When asked how this worked out, Arthur candidly replied, “Oh most of the time I didn’t get it.” In this way, Arthur was isolated from classroom learning.

Another area where students experienced isolation was within social situations. In social situations, participants were not only straining to understand what peers were saying, but they were also struggling to string together words in order to respond, which led to a magnification of differences and positions of power. This was especially difficult for Arthur because he was the only student at his school who spoke Portuguese. Regarding this he shared, “Portuguese is a totally different language and [at my school] it was either Spanish or English and I didn’t fit into any of those.” When asked about instances where the language difference was especially challenging, he remembered the social setting of the lunchroom. He said it was difficult, “[at] lunch when I couldn’t talk to people or understand what they were saying to me.” Arthur experienced social isolation in the lunchroom because the language difference prevented him from being able to both understand and communicate with his peers.
Leo, who began school in the U.S. in an English only kindergarten class, also experienced social isolation. He shared, “At first it was kind of hard because I couldn’t communicate and couldn’t tell about myself.” In this way, Leo experienced social isolation as he struggled to share his ideas and opinions with classmates. At this time, Leo was attending the DLBE school, but the program did not start until first grade. Thus, Leo may have felt isolated in class but was in a school setting where many students were Brazilian like him and spoke Portuguese natively.

While less intense, even participants who began school in the DLBE program experienced isolation. These participants shared how, outside of their Portuguese-language classes, English was the dominant and expected language spoken at the school (Babino & Stewart, 2017). Referring to non-Brazilian students in her DLBE class, Isabela recalled, “Sometimes we would try to speak Portuguese to them outside of class like at recess, and they [didn’t] want to speak it back because, you know, we’re outside of class.” This pattern of English as the dominant language, even when both parties could communicate in Portuguese, reveals which language held the most power. What’s more, non-Brazilian students’ resistance to speak Portuguese outside of class isolated Isabela as a newcomer who was still learning English.

Despite the isolation participants experienced, as the students adjusted to the school setting and gained confidence, they were able to try to find ways for integration. For example, one interaction revealed how capable children are at bridging linguistic and cultural gaps. Mateus recalled a time when different groups of students came together over a game at recess. He explained:

They always used to play football when I got there and one day I was like, “How about we bring a soccer ball?” And there was a couple kids that liked soccer too. And so we
brought a soccer ball and soon enough everybody from the school started playing soccer and it was just like this huge soccer game. And I just felt really proud to bring soccer to the school, I guess.

Mateus noted that students who played in the game were native Brazilians, students whose parents immigrated from Brazil, and non-Brazilian students as well. He added that after that day, students from these different groups continued to play soccer together at recess. This story shows how students from different linguistic and cultural backgrounds came together to play a game. In this way, soccer was a way to bridge a cultural and linguistic gap in a fun and natural way. Thus, while participants in the DLBE program still experienced isolation during English instruction and in social situations, they also made efforts to overcome that isolation.

To conclude, the initial weeks and months following participants’ immigration to the U.S. was characterized by feelings of isolation in the classroom and in social situations. Challenges understanding what was being taught in class in addition to struggles understanding and communicating with peers reveal how participants felt isolated at school while they were learning English. While some aspects of Leo’s (and the other participants who benefited from the DLBE program) and Arthur’s experiences overlap, Arthur’s experiences are distinct in that he was the only student in his school that was Brazilian and spoke Portuguese, which produced a higher level of isolation, lower positive interactions, and more exposure to microaggressions.

**Discussion**

The purpose of this study was to gain insight on how Brazilian immigrant children experience social interactions with other elementary students. Through a series of interviews, we sought to bring to light the essence of their lived experiences. While the field of education research provides information regarding the nature of social interactions for many newcomer
students, research on specific ethnicities, such as Brazilians, is lacking—including in English-only schooling and especially in Portuguese-English DLBE programs. Scant research on Brazilian newcomers’ social experiences limits educators’ abilities to support and include them. As such, this study contributes important findings to a field of research that is lacking. Findings from the study showed Brazilian newcomers experienced bittersweet social interactions in elementary school. While overarching themes emerged, we wish to note the nuance of participants’ lived experiences in elementary school. Interactions were neither all “bitter” with non-Brazilian students nor all “sweet” with Brazilian students. Rather, the discussion of findings comments on themes that emerged repeatedly throughout the data but by no means portray the entirety of participants’ elementary school interactions.

With this consideration in mind, we acknowledge that, in general, participants’ interactions with Brazilian peers were positive in nature and that, though at times enjoyable, many interactions with non-Brazilian students were challenging and involved microaggressions. Additionally, participants felt isolated at times due to the dominance of English throughout their schools. These three findings describe the essence of participants’ lived experiences interacting with peers as newcomers in elementary school.

This study shows that, for newcomers, participating in DLBE programs where they can interact with students who share their native language and culture is more beneficial in terms of connectedness than English-only settings. Findings regarding participants’ positive interactions with other Brazilian immigrant students align with existing research on Latino/a newcomers’ co-ethnic interactions related to academic and English language support (Pérez Huber & Cueva, 2012; Salerno & Reynolds, 2017). In this study, instances of academic and English language support amongst Brazilian newcomers through translanguaging depict a community of Brazilian
children prepared to empathize with and support one another, a sweet aspect of their social interactions. Because research shows that students’ social and emotional well-being is associated with academic achievement (Berger et al., 2011), we believe that the positive social interactions may have supported the students’ academic efforts. In this way, the study highlights how co-ethnic interactions can include academic support among newcomers within DLBE programs.

In contrast, Arthur’s experiences in the English-only school setting offered him no opportunity to interact with Brazilian peers. Interview data show that he did not feel he fit with the other Spanish and English-speaking students. Arthur’s experience as the only Brazilian at his school and the resulting isolation he felt because of that reveal the major role language plays as a source of connection. While Arthur was among many Latinos/as, the language difference between him and them produced just as much of a barrier as it did between him and native English speakers. Arthur’s bitter experience being isolated from his peers due to linguistic and cultural differences juxtaposes the sweet experiences of connection and support the other participants had with their Brazilian peers in the DLBE program.

However, as is evident in this study, the existence of DLBE programs is not a cure-all for the challenges that newcomers face. Leo attended the DLBE school but still experienced social isolation as a kindergartener because the DLBE program did not start until first grade. Unfortunately, this is not uncommon. There are a great number of programs that follow the Utah model and do not start DLBE until first grade. We suggest that delaying DLBE until first grade constitutes a form of DLBE expropriation as a metaphor of how property can be taken by a state or an authority. DLBE expropriation represents the co-optation of DLBE in which language-minoritized students are dispossessed of educational resources, including their language and
culture, and with which DLBE is programmatically reframed to make it more appealing for parents whose children do not speak the minoritized language (Freire et al., 2022).

Another area where DLBE programs must improve is their attention (or lack thereof) to cross-cultural interactions. Certainly, DLBE programs have the potential to foster positive cross-cultural interactions. Mateus’ experience playing soccer with Brazilian and non-Brazilian students shows how the sport brought students from different cultures together. This aligns with the review of literature conducted by Oikonomidoy et al. (2019) that found sports as a means of positive cross-cultural interaction (Lilly, 2022). However, while sports can provide newcomers with a sense of inclusion, this study also shows that sports alone do not necessarily help students avoid deficit thinking and stereotypes about students’ home countries that can result in microaggressions. Findings revealed that participants’ lived experiences as newcomers in the DLBE program included bitter interactions involving prejudice, stereotyping, and bullying. Thus, merely bringing students from different cultures together is not enough to foster cultural competence. In this study, students’ interactions at the DLBE school demonstrated the reproduction of social hierarchies that led to hurtful experiences, similar to literature that shows that cross-cultural interactions can result in bullying or microaggressive acts (Hansen-Thomas & Chennapragada, 2018; Neitzel et al., 2019; Oikonomidoy et al., 2019; Pérez Huber & Cueva, 2012; Steketee et al., 2021).

The nature of participants’ social interactions, both bitter and sweet, have implications for educators and policymakers alike. First, this study, highlights the need for macro- (state and school districts) and micro-level (schools and teachers) efforts to proactively market and recruit newcomers into DLBE schools where their language is part of the bilingual program. The positive co-ethnic interactions Mateus, Isabela, and Leo had with their Brazilian peers contrasts
sharply to Arthur’s feelings of isolation at his English-only school. These findings, in addition to other research regarding newcomers’ social interactions, show that encouraging and creating space for co-ethnic interactions is key for building sociocultural competence and improving the overall social experience of newcomers in elementary schools in the U.S. These types of co-ethnic interactions can be facilitated within DLBE programs and can serve to buffer newcomers’ experiences with cross-cultural interactions involving microaggressions. Encouraging newcomers to attend DLBE schools through micro- and macro-level efforts will allow more newcomers to experience connection and support with co-ethnic peers.

Additionally, we make a call for DLBE stakeholders to start these programs as soon as children start schooling. As previously described, delaying DLBE until first grade constitutes a form of DLBE expropriation where language-minoritized students are dispossessed of their native language and culture. Leo’s experiences with social isolation in his English-only kindergarten class highlight the need for DLBE schools to better serve their minoritized populations by starting their programs as soon as children enter school.

We also assert that educators must be better prepared to intentionally prepare minoritized students for cross-cultural interactions by developing their sociocultural competence. Efforts to develop minoritized students’ sociocultural competence cannot be limited to old ideas of the “immersion effect,” which points to the assumption that just by combining students from different language backgrounds they will develop sociocultural competence (Lambert, 1987, p. 201). True efforts of integration in DLBE need to support authentic sociocultural competence development for minoritized students. Sociocultural competence requires providing minoritized students with the understanding, tools, and strength to successfully navigate, respond, and overcome microaggressions, marginalizing discourses, isolation, and oppression (Freire, 2020).
This is connected to critical consciousness as a fourth goal of TWBE, which helps students read the word and world for transformative and activist purposes (Freire & Macedo, 2005). Developing sociocultural competence in this direction will also be helpful throughout minoritized students’ educational lives and in their adulthood. These efforts need to be in DLBE as well as within English-only contexts. Practical approaches to fostering minoritized students’ sociocultural competence include acknowledging their native language as an asset to their learning, encouraging them to bring their native language and culture into classroom discussions, and designing lessons that highlight their native language and culture.

Findings from the study also have significant implications for teaching native English-speaking students. The absence of intentional teacher training on cross-cultural interactions can leave newcomers susceptible to bullying and microaggressions. Because newcomers are more subject to racism and bullying (Oikonomidoy et al., 2019), establishing that comments devaluing newcomers’ language and culture are inappropriate and hurtful can guide native English-speaking students to engage in positive cross-cultural interactions with newcomer peers. In particular, in areas with rising numbers of Brazilian immigrants, teacher preparation and professional development specifically addressing microaggressions against Brazilians will be important. Because many native English-speaking students will have had limited contact with Brazilians, teachers can work to dispel stereotypes and thereby encourage positive cross-cultural interactions among Brazilian newcomers and their peers. In practice, this might look like incorporating media (articles videos, pictures, etc.) about Brazil that highlights the country’s language and culture and depicts what everyday life is like. Doing so can dispel non-Portuguese-speaking students’ stereotypes that may manifest in microaggressions. Teachers must also be
prepared to help their classes engage in conversations about topics such as prejudice and
discrimination in order to help students be more considerate in their cross-cultural interactions.

These efforts need to be guided by teachers’ own critical consciousness while supporting
their students’ critical consciousness to help discourage different types of discrimination and
engage in activism. Because some of the experiences described in the study were with students
who were not part of the DLBE programs, all educators regardless of if they have been part of
DLBE program or not need to learn and enact culturally relevant teaching and support their
students’ development of critical consciousness that will prevent nativism, classism, racism, and
linguicism—discrimination types that were found in this study. This study demonstrates that
while students can gain sociocultural competence, it is necessary for educators to intentionally
articulate and teach critical consciousness.

Findings from the present study are informative and give authentic voice to newcomers
within this demographic. By so doing, it sheds light on the lived, social experiences of Brazilian
immigrants in DLBE and English-only contexts, who despite the microaggressions they had
received, were grateful for the friendships they formed and did not hold resentment or negative
feelings towards their non-Brazilian peers, a common feeling also for Brazilian parents in
Portuguese-English DLBE programs (Oliveira et al., 2021).

This study is limited in that it only describes the experiences of four Brazilian immigrant
children within one region of the country. More research that features the voices of young
Brazilian immigrants is needed to better understand the lived experiences of this growing
minority of students in the U.S. Though small, the present study offers a glimpse into what social
interactions were like for four Brazilian newcomers in English-only and DLBE contexts.
Additional research bringing to light more Brazilian immigrant voices is needed to provide
educators with a richer understanding of how they can support and include these students moving forward.

As more research on Brazilian newcomers and other newcomer groups emerge, we affirm that educators will be better prepared to serve their students. Though English-only and DLBE schools currently fall short, newcomers’ voices can inform better practices and policies. By listening to newcomers’ lived experiences, there is hope that schools can transform from bittersweet settings into places of connection and support that affirm their students’ native languages and cultures.
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APPENDIX A

Extended Review of the Literature

As indicated above, there is a dearth of research on the social interactions of Brazilian immigrant students with their peers. However, understanding newcomer social interactions with peers generally is still informative. This review of literature provides an overview of available research on immigrant students’ feelings of social isolation, their cross-cultural interactions, and their interactions with peers from the same culture.

Social Isolation

While immigrant children constitute a significant portion of students in the U.S., newcomers may still feel isolated in their schools (Kirova, 2001; Lilly, 2022; Parra et al., 2014; Suárez-Orozco et al., 2010). Feelings of social isolation stem from a variety of factors related to language and culture. First, Galloway and Leseaux (2017) point out that despite steady increases in multilingual children, public schools in the U.S. are still designed predominantly for monolingual English speakers. The dominance of English therefore creates an intimidating atmosphere for newcomers with little or no familiarity with the English language (Kirova, 2001; Lilly, 2022; Parra et al., 2014; Pérez Huber & Cueva, 2012).

Kirova (2001) shares the experiences of young immigrants in elementary school who reported “feeling stupid” for not knowing English, did not understand what was going on in class, and feared being made fun of for their grammar or accent. These sentiments resulted in students’ avoidance of social interactions inside and outside of class and gave rise to feelings of isolation and loneliness. Likewise, Suárez-Orozco et al. (2010) found that some classrooms with large numbers of newcomers offered students few opportunities to interact in meaningful ways with native English-speaking peers, hindering their English language progress. In relation, Parra
et al. (2014) studied the experiences of Mexican newcomers at one Arizona elementary school. As is common across the country, this school had an SEI (Structured English Immersion) program, which sequestered all students learning English as a second language into a class separate from native English speakers. In an SEI classroom, instruction is given almost solely in English and the intent is to make students proficient English speakers in a year’s time. Parra et al.’s study revealed damaging social and emotional effects the SEI program had on the newcomer students, one of which was isolation. Several students individually confided that they believed they were the only ones in the class who could not speak English. Additionally, because of intense expectations for English proficiency, parents shared how their children avoided socializing because they feared their English was not good enough. In this way, the SEI program isolated newcomers not only from native English-speaking students, but from one another.

Lilly’s (2022) qualitative study on the experiences of Latino/a newcomers expounds on this issue. Participants in the study shared testimonios regarding what their social interactions at school were like after immigrating to the U.S. as teens. Data reveal that all participants experienced social isolation at first. While participants shared coping mechanisms they employed to overcome their social isolation, Lily notes that the schools should have played a more active role. She concludes, “schools should support their Latino/a students (and all students) in both their academic and their social formation” (p. 5).

Studies shared thus far reveal the axiomatic dominance of English in U.S. public schools and the corresponding social isolation newcomers experience. As newcomers struggle to make sense of English, their school experience is tainted with feelings of isolation and loneliness. What’s more, the research presented here suggests schools often do very little to support newcomer students in their efforts to socialize inside and outside the classroom.
Finally, in addition to feeling isolated due to the dominance of the English language at school, newcomers also feel isolation as they experience a culture shift. In their seminal work, Phelan et al. (1998) engaged in a three-year, ethnographic study on high school students’ experiences and found that minoritized students faced cultural dissonance between their home culture and the dominant culture of the school space. Pérez Huber and Cueva (2012) identify this school culture as being aligned with White cultural values. Feelings of isolation often accompany this cultural dissonance as newcomers struggle to find aspects of school that are familiar to their culture (Lilly, 2022; Pérez Huber & Cueva, 2012). Wrigley (2000) found that a sense of not belonging is intensified in rural schools where newcomers do not “see themselves” because there are few culturally and ethnically diverse students (p. 5). In this way, social isolation is felt by newcomers in part because of cultural dissonance at school.

**Cross-Cultural Social Interactions**

Research presented thus far has sought to outline the prevalence of social isolation experienced by newcomers due to the dominance of the English language and cultural dissonance at school. Based on the literature, it is reasonable to expect newcomers to feel some degree of social isolation as they begin school in the U.S. Building upon this understanding, newcomers’ interactions with peers may increase or decrease the extent to which they feel socially isolated. The review of literature that follows addresses the social interactions that newcomers experience with peers from different cultures, referred to as cross-cultural interactions. Research in this area suggests that cross-cultural interactions can help newcomers feel included and promote positive school experiences (Oikonomidoy, 2015; Oikonomidoy et al., 2019). However, research also shows that when school faculties are not trained on and intentional about cross-cultural interactions, conflict and microaggressive acts occur (Hansen-
Thomas & Chennapragada, 2018; Neitzel et al., 2019; Oikonomidoy et al., 2019; Pérez Huber & Cueva, 2012; Steketee et al., 2021).

First, research on newcomers’ cross-cultural interactions that helped them feel included and promoted positive school experiences will be discussed. Oikonomidoy’s (2015) qualitative study on a group of newcomer high school students revealed that academic activities often became opportunities for cross-cultural social interactions. Oikonomidoy observed, “students capitalized on their academic ability in order to connect with their peers” (p. 330). In classes where participants excelled, they were more confident making conversation with peers. Through their academic conversations, newcomers also made friendships. Likewise, Oikonomidoy et al. (2019) conducted a review of literature on 17 years of research regarding the academic and social integration of newcomers in the U.S. and found that peer tutoring was a positive means of social integration. In addition, they noted research suggesting that leadership opportunities and sports teams also provided opportunities for newcomers to engage in social interactions with peers. This is evident in Lilly’s (2022) study where one Latino newcomer commented on how he overcame social isolation after joining the soccer team. Through soccer he built important cross-cultural relationships and noted that the team was where he met most of his friends.

In addition to these positive experiences, a large body of research also suggests that cross-cultural interactions can result in conflict and microaggressive acts. Oikonomidoy et al.’s (2019) review of literature concluded that newcomers are often vulnerable to negative interactions related to racism and bullying. What’s more, in some studies reviewed, findings showed that teachers did very little to help. Hansen-Thomas and Chennapragada (2018) found in their case study that even when a teacher wanted to intervene in a cross-cultural conflict, a lack of diversity training impeded the teacher’s efforts. Hansen-Thomas and Chennapragada
concluded that in order for successful cross-cultural interactions to occur, multicultural education and diversity training are important for teachers and students alike. Finally, Neitzel et al.’s (2019) observations of social interactions in diverse preschool classes reveal the potential for power stratification between native English speakers and newcomers. They observed that native English speakers were often positioned as the experts in the classroom, with teachers prompting them to show or teach newcomers how to do something. Neitzel et al. conclude, “Although this practice promotes social engagement between children, in the long run it can place the assisted child at a social disadvantage in the classroom” (p. 56). In the study, Neitzel et al. found that newcomer children were less likely to be asked to play and their invitations to play were declined more often. This exemplifies the type of social disadvantages that arise when native English speakers are always positioned as the expert in cross-cultural interactions.

Negative cross-cultural interactions can also take the form of microaggressions. Sue et al. (2007) define microaggressions as “brief and commonplace daily verbal, behavioral, or environmental indignities that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (p. 273). Steketee et al. (2021) expand that definition to include all marginalized groups and discuss immigrant-origin microaggressions specifically. They explain, “immigrant-origin microaggressions challenge belongingness, highlight a sense of foreignness, and devalue heritage language and culture” (p. 1085). Steketee et al. (2021) include data from other studies that demonstrate immigrant-origin microaggressions such as peers making fun of newcomers’ food, questioning their immigration status, and taking advantage of their limited understanding of English. Additionally, Oikonomidoy et al.’s (2019) review of literature found a prevalence of microaggressions in newcomers’ interactions with peers, often revolving around perpetual foreigner rhetoric.
The studies presented above reveal how cross-cultural interactions can be both positive and negative experiences for students. While some circumstances foster positive cross-cultural interactions, research presented suggests that often cross-cultural interactions are hurtful to newcomers and can even take the form of microaggressions. Studies also advocate for more teacher preparedness to help promote positive cross-cultural interactions and prevent negative ones from occurring.

Co-Ethnic Interactions

A final form of social interaction newcomers engage in is co-ethnic interactions, times when immigrants interact with peers that share their same ethnicity and culture. Oikonomidoy et al.’s (2019) review of literature showed that co-ethnic interactions helped newcomers feel more connected at school. Salerno and Reynolds (2017) conducted a study at a high school in the southeast and found that physical spaces throughout the school where ethnic minority students felt comfortable gathering were essential for positive co-ethnic interactions. They referred to these spaces as ethnic enclaves. Newcomers gathered in ethnic enclaves and were able to talk with peers in their native language and share stories from a common cultural background. Salerno and Reynolds point out that these co-ethnic interactions influenced adolescents’ identity formation and fostered a sense of ethnic pride.

Similar to ethnic enclaves, Pérez Huber and Cueva’s (2012) study on Chicana newcomers experiences in high school described the importance of counterpaces. As with ethnic enclaves, counterpaces afforded newcomers opportunities to connect with co-ethnic peers over a shared language and immigration experience. These interactions also promoted academic and English language support. Pérez Huber and Cueva (2012) concluded that interactions fostered within counterpaces empowered and cultivated a sense of belonging within Chicana newcomers.
Additionally, a quantitative study on Latino/a friendships by Riegle-Crumb and Callahan (2009) found that co-ethnic friendships among Latino/a high school students were positively correlated to their academic achievement. While the study does not discuss how co-ethnic friendships lead to improved academic achievement, the academic, linguistic, social, and emotional support newcomers experienced in the studies above may shed light on this association (Oikonomidoy et al., 2019; Pérez Huber & Cueva, 2012; Salerno & Reynolds, 2017).

In sum, research presented above reveals the importance of newcomers’ co-ethnic social interactions. These interactions help newcomers to feel more connected as they adjust to life in a new country. Additionally, co-ethnic interactions foster cultural pride and support academic achievement. The tempestuous nature of cross-cultural interactions described previously further illustrate the importance of newcomers being able to receive support from their co-ethnic peers. Likewise, feelings of isolation can be subdued from the connectedness newcomers experience in co-ethnic interactions.
References


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https://doi.org/10.1111/j.1540-6237.2009.00634.x


APPENDIX B

Institutional Review Board Approval and Assent and Consent Forms

To: Juan Freire
Department: BYU - EDUC - Teacher Education
From: Sandee Aina, MPA, HRPP Associate Director
Wayne Larsen, MAcc, IRB Administrator
Bob Ridge, Ph.D., IRB Chair

Date: August 13, 2021
IRB#: IRB2021-170
Title: Experiences of Brazilian Immigrant English Language Learners in Elementary School Classrooms

Brigham Young University’s IRB has approved the research study referenced in the subject heading as expedited level, category 6 and 7, with the condition that you submit to the IRB approval from the Alpine School District before you initiate this study. You may do this through a study modification.

This study does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as a researcher. The email will also request the status of the study. You will receive this email each year until you close the study.

The IRB may re-evaluate its continuing review decision for this decision depending on the type of change(s) proposed in an amendment (e.g., protocol change the increases subject risk), or as an outcome of the IRB’s review of adverse events or problems.

The study is approved as of 08/13/2021. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

1. A copy of the approved informed consent statement and associated recruiting documents (if applicable) can be accessed in iRIS. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
2. Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated in the study.
3. All recruiting tools must be submitted and approved by the IRB prior to use.
4. In addition, serious adverse events must be reported to the IRB immediately, with a written report by the PI within 24 hours of the PI's becoming aware of the event. Serious adverse events are (1) death of a research participant; or (2) serious injury to a research participant.
5. All other non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB.

IRB secretary
A 285 ASB
Brigham Young University
(801)422-3606
Child Assent (7-14 years old)

What is this research about?
My name is Rose Whitney. I am from Brigham Young University. I would like to invite you to take part in a research study. Your parent(s) know we are talking with you about the study. This form will tell you about the study to help you decide whether or not you want to be in it. In this study, I want to know more about the experiences of children who learned English when they were in elementary school.

If you decide to be in the study, I will ask you to be interviewed about your experience learning English. There will be two different interviews that will happen a few weeks apart. Each interview will last 30-40 minutes. If you give your permission, these interviews will be recorded. I will be the only person who will listen to these recordings and they will be deleted after the project is done. You or your parent/guardian may choose to share either an email or a phone number with me so that we can communicate about interview dates and times.

What can happen to me?
Taking part in this research study will help us learn how to help other kids learning English to have a better experience at school. You will play a part in helping younger Brazilian students who move here. In addition, at the end of the interviews, you will receive a $20 Amazon gift card as a way to thank you for your help!

Participating in these interviews will be very safe, though there are some potential risks. You might feel embarrassed sharing experiences with me. Know that all interview recordings will be deleted when the project is over.

I won't tell anybody that you are in this study and everything you tell us and do will be private. Your parent will know that you took part in the study, but we won't tell them anything you said or did, either. When we tell other people or write articles about what we learned in the study, we won't include your name or the name of anyone else who took part in the study.

Do I have other choices?
You do not have to be in this study. The choice is up to you. No one will get angry or upset if you don't want to do this. You can change your mind anytime if you decide you don't want to be in the study anymore.

Before you say “yes” or “no” to being in this study, I will answer any questions you have. If you join the study, you can ask more questions at any time.

I will give you a copy of this form to keep. If you want to ask me questions about the study, you can call or email me at (208) 589-7727, rose.rammell@gmail.com
If you want to be in this study, please sign and print your name.
Name (Printed):

Signature Date:
[ ] Yes, I give my permission to have the interview video or audio recorded
[ ] No, I do not give my permission to have my voice recorded
Youth Assent (15-17 years old)

What is this study about?
My name is Rose Whitney. I am from Brigham Young University. I would like to invite you to take part in a research study. Your parent(s) know we are talking with you about the study. This form will tell you about the study to help you decide whether or not you want to be in it. In this study, I want to know more about the experiences of children who learned English when they were in elementary school.

What am I being asked to do?
If you decide to be in the study, I will ask you to be interviewed about your experience learning English. There will be three different interviews that will happen a few weeks apart. Each interview will last 30-45 minutes. If you give your permission, these interviews will be recorded. I will be the only person who will listen to these recordings and they will be deleted after the project is done.

What are the benefits to me for taking part in the study?
Taking part in this research study will help us learn how to help other kids learning English to have a better experience at school. You will play a part in helping younger Brazilian students who move here. In addition, at the end of the three interviews, you will receive a $20 Amazon gift card as a way to thank you for your help!

Can anything bad happen if I am in this study?
Participating in these interviews will be very safe, though there are some potential risks. You might feel embarrassed sharing experiences with me. Know that all interview recordings will be deleted when the project is over.

Who will know that I am in the study?
We won't tell anybody that you are in this study and everything you tell us and do will be private. Your parent may know that you took part in the study, but we won't tell them anything you said or did, either. When we tell other people or write articles about what we learned in the study, we won't include your name or the name of anyone else who took part in the study.

Do I have to be in the study?
No, you don't. The choice is up to you. No one will get angry or upset if you don't want to do this. You can change your mind anytime if you decide you don't want to be in the study anymore.

What if I have questions?
If you have questions at any time, you can ask me and you can talk to your parents about the study. I will give you a copy of this form to keep. If you want to ask me questions about the study, you can call or email me at (208) 589-7727, rose.rammell@gmail.com
If you want to be in this study, please sign and print your name.
Name (Printed):  
Signature

Date:

[ ] Yes, I give my permission to have my voice recorded
[ ] No, I do not give my permission to have my voice recorded
Parental Permission for a Minor
Experiences of Brazilian Immigrant English Language Learners
Principal Investigator: Juan Freire
IRB ID#: 2021-170

Introduction
My name is Rose Whitney. I am a graduate student from Brigham Young University. I am conducting a research study about children learning English as a second language. I am inviting your child to take part in the research because (he/she) learned English while attending a public school in the United States.

Procedures
If you agree to let your child participate in this research study, the following will occur: I will meet with your child two different times to interview them about their experience learning English in elementary school.
These interviews will take place in your home, at your child’s school, or over a video call. You and your child can decide where would be best. If the coronavirus infection rate is rising again in Utah at the time of any of the interviews, we will just hold them over video call.
Each interview will last 30-40 minutes. The interviews will be recorded if your child consents to participate. All interviews will be conducted within the next two months. You or your child may choose to share either an email or a phone number with me so that we can communicate about interview dates and times.
At the third interview your child will receive a $20 gift card to Amazon as a way to thank them for their help.

Risks
Participating in these interviews presents very few risks for your child. The first potential risk is about privacy. I will reduce the risk of loss of privacy by not using your child’s real name in any part of the project. I will keep the interview recordings in a secure location and will delete them as soon as I finish the project. Additionally, your child might feel embarrassed to be interviewed. I hope that by having the interviews in your home your child will feel more comfortable. Your child may stop participating in the interviews at any time without any consequence.

Confidentiality
All personal information about you and your child will be kept secure. If you choose for your home to be where the interviews are conducted, your address will be kept in a secure document on my computer. If a phone number or an email is collected, this information will also be kept on the secure document. The interview recordings will be kept in a secure location and only I will have access to them. Your child’s interview and other data will only be viewed by the principal investigator, Juan Freire and myself. Your child’s real name will not be used in the write up of the study and anything that directly identifies them will be kept in a secure document that is separate from the rest of the research information. At the end of the study, all these secure documents will be deleted from my computer. Following federal regulations, before deleting these documents from my personal computer, they will be
transferred to a USB drive and kept in a secure office in BYU’s McKay School of Education for a three-year period. At the end of three years, files will be deleted from the USB drive.

**Data Sharing**
We will keep the information we collect about your child during this research study for analysis. Their name and other information that can directly identify them will be stored securely and separately from the rest of the research information we collect from them. De-identified data from this study may be shared with the research community, with journals in which study results are published, and with databases and data repositories used for research. These articles will not have any identifying information about your child. We will remove or code any personal information that could directly identify your child before the study data are shared. Despite these measures, we cannot guarantee anonymity of your child’s personal data. The results of this study could be shared in articles and presentations but will not include any information that identifies your child.

**Benefits**
There are no personal benefits to your child participating in these interviews. The information they share will be used to help elementary teachers in the area know how to better help their Brazilian students.

**Compensation**
As a way to thank your child for their participation, at the end of the two interviews your child will receive a $20 gift card to Amazon.

**Questions about the Research**
Please direct any further questions about the study to Rose Whitney at (208) 589-7727 or rose.rammell@gmail.com. You may also contact Juan Freire at freire@byu.edu.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the Human Research Protection Manager, Brigham Young University, at (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

**Participation**
Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without affecting your child’s treatment/standing in school.

Child's Name: ___________________________

Parent Name: ___________________________ Signature: __________ Date: __________

[ ] Yes, I give my permission to have the interview video or audio recorded
[ ] No, I do not give my permission to have my voice recorded
Permissão dos pais para menores
Experiences of Brazilian Immigrant English Language Learners
Investigador Principal: Juan Freire
IRB ID#: 2021-170

Introdução
Meu nome é Rose Whitney. Eu sou pós-graduanda da Brigham Young University e estou fazendo uma pesquisa sobre crianças que aprendem inglês como segunda língua aqui em Utah. Estou convidando seu filho para fazer parte desta pesquisa uma vez que ela/ele aprendeu Inglês no colégio.

Procedimentos
Se permitir que seu filho participe desta pesquisa, os seguintes passos serão tomados:
- Vou me encontrar com seu filho duas vezes para entrevistá-lo sobre sua experiência de aprender inglês no colégio.
- Essas entrevistas irão acontecer em sua casa, na escola de seu filho, ou por vídeo chamada. Você e seu filho podem decidir onde seria melhor. Se as taxas de Coronavírus subirem em Utah durante esse processo, vamos realizar as entrevistas por vídeo chamada.
- Cada entrevista irá durar por volta de 30-40 minutos. As entrevistas serão gravadas em vídeo se seu filho concordar em participar.
- As entrevistas serão feitas nos próximos dois meses.
- Você out seu filho podem optar or compartinhar um email ou um número de telefone comigo para que possamos nos comunicar sobre as datas d horários das entrevistas.
- Na terceira entrevista, seu filho receberá um cartão presente da Amazon de $20 como uma maneira de expressar minha gratidão pelo seu tempo.

Riscos
Participar destas entrevistas apresenta riscos mínimos para o seu filho. O primeiro risco está relacionado à privacidade. Irei minimizar o risco de perda de privacidade ao não usar o nome verdadeiro de seu filho em nenhuma parte deste projeto. Além disso, também vou guardar as gravações das entrevistas num lugar seguro e irei deletá-las assim que terminar o projeto em questão. Seu filho talvez possa sentir-se ansioso ou envergonhado de ser entrevistado. Provavelmente, o seu filho se sentirá mais confortável se a entrevista for feita em sua casa. Seu filho pode parar de participar em qualquer momento sem quaisquer consequências.

Confidencialidade
Todas as informações pessoais sobre você e seu filho serão mantidas em segurança. Se você optar por ser sua casa onde serão realizadas as entrevistas, seu endereço será mantido em um documento seguro em meu computador. Se um número de telefone ou um e-mail for coletado, essas informações também serão mantidas no documento seguro. A entrevista do seu filho e outros dados serão vistos apenas pelo investigador principal, Juan Freire e eu. Não vou usar o nome verdadeiro de seu filho em nenhuma parte do projeto. Vou guardar as gravações das entrevistas num lugar seguro e vou deletá-las assim que terminar o projeto. Seguindo os regulamentos federais, antes de
deletar esses documentos do meu computador pessoal, eles serão transferidos para uma unidade USB e mantidos em um escritório seguro na McKay School of Education da BYU por um período de três anos. Ao final de três anos, os arquivos serão excluídos da unidade USB.

**Compartilhamento de Dados**
Manteremos as informações que coletamos sobre seu filho durante este estudo de pesquisa para análise. Seu nome e outras informações que podem identificá-los diretamente serão armazenados de forma segura e separada do restante das informações de pesquisa que coletamos deles. Os dados desidentificados deste estudo podem ser compartilhados com a comunidade de pesquisa, com periódicos nos quais os resultados do estudo são publicados e com bancos de dados e repositórios de dados usados para a pesquisa. Esses artigos não terão nenhuma informação de identificação sobre seu filho. Removeremos ou codificaremos quaisquer informações pessoais que possam identificar diretamente seu filho antes que os dados do estudo sejam compartilhados. Apesar dessas medidas, não podemos garantir o anonimato dos dados pessoais do seu filho. Os resultados deste estudo podem ser compartilhados em artigos e apresentações, mas não incluirão nenhuma informação que identifique seu filho.

**Benefícios**
Participar destas entrevistas não trará benefícios pessoais para seu filho. No entanto, as informações que eles irão compartilhar serão usadas para ajudar professores do ensino fundamental a saberem como ajudar melhor seus alunos brasileiros.

**Compensação**
Como forma de agradecer a participação de seu filho, ao final das duas entrevistas seu filho receberá um vale presente de $20 da Amazon.

**Perguntas**
Por favor, direcione qualquer outra pergunta sobre o estudo para Rose Whitney em (208) 589-7727 ou rose.rammell@gmail.com. Você também pode entrar em contato com Juan Freire em freire@byu.edu.

Perguntas sobre os direitos do seu filho como participante do estudo ou para enviar comentários ou reclamações sobre o estudo devem ser dirigidas ao Gerente de Proteção de Pesquisa Humana, Brigham Young University, (801) 422-1461 ou irb@byu.edu. Você recebeu uma cópia deste formulário de consentimento para mantê-lo em seus registros.

**Participação**
A participação neste estudo de pesquisa é voluntária. Você é livre para recusar a participação de seu filho neste estudo de pesquisa. Você pode cancelar a participação de seu filho a qualquer momento sem afetar o tratamento/posição de seu filho na escola.

Nome do filho: _______________________________
Nome do pai/mãe:________________________ Assinatura:________________________
Data: ___ ___ ___

[ ] Sim, dou minha permissão para que meu filho seja gravado em áudio ou vídeo
[ ] Não, não dou minha permissão para que meu filho seja gravado em áudio ou vídeo
APPENDIX C

Instruments

1st Interview Protocol

Thank you for being willing to talk with me today about learning English in elementary school. I am excited to meet with you. As a teacher I am really interested in the experiences my students who are learning English have at school. After living in Brazil and learning Portuguese, I’ve become especially interested in Brazilian students learning English here.

You were asked to participate in these interviews because of your experience moving from Brazil when you were a child and learning English in elementary school. This interview isn’t looking for any specific answers, I just want to hear about your experience. You can answer in English or Portuguese or some of both! Whatever way you feel like you can express yourself best.

In the permission form you signed, you said it would be alright if I recorded our meeting to help me remember what you say. I’ll be doing that recording on my phone if that is still alright with you. Only another researcher and I will listen to the recording. It will be deleted as soon as I am finished with this project to protect you and lower any risk you may feel in participating in this interview.

Your stories will remain completely anonymous (no one will know they came from you) and will be used to help schools around here know how to better help Brazilian students. A benefit you will receive from participating in these interviews is a $20 gift card to Amazon, which you’ll receive during the final interview.
This first interview is planned to last around 45 minutes. During this time, I will ask you a few different questions. If you have any questions during the interview you can ask me at any time. Do you have questions before we begin?

1- Interview

Background Questions

1. Could you say your first name and then spell it for me? This will go on the recording and help me later when I’m looking through them to know who said what.

2. Could you tell me a few things about yourself?
   a. What do you like to do for fun?
   b. What kind of music do you like to listen to?

3. What do your parents do for work? What did they do for work in Brazil?

4. How old were you when you came to the United States? What grade were you in?

5. Where did you attend elementary school?

Language Questions

6. When was a time in elementary school that was really challenging for you because of the language difference?
   a. PROBE: How did you feel? Who was helpful to you? Was anyone?

7. What things or which people helped you the most when you first started school here?
   Why was that helpful?
   a. PROBE: What things were not helpful?

8. What experiences come to mind from your English language classes in elementary school?
a. PROBE: Usually a group of 4 or 5 kids, you’d go with them for like a half hour a couple times a week to work on English. Do you remember going to these lessons?

b. PROBE: What did you like about these lessons? What did you dislike about these lessons?

9. How did you feel about speaking a different language in elementary school? What experiences did you have at school that made you feel that way?

a. PROBE: Can you think of a time with your teacher or your classmates where speaking Portuguese made you feel good or bad?

b. PROBE: Can you think of a time when you used Portuguese at school? What was it for? (for help, a school project, with other Portuguese speakers?)

c. PROBE: Have your feelings changed since then?

10. When was a time where you felt happy at school because you knew how to speak Portuguese?

a. PROBE: this could have been for an assignment, something that impressed your classmates, a time when you understood something that others did not

Culture Questions

11. What experiences do you remember from when you first moved to the US where what happened at school was different from what you were expecting based on how school was in Brazil?

a. PROBE: What do you remember surprising you most about the differences between school in Brazil and in the US?
b. PROBE: When was a time where you did something that would have been totally normal at school in Brazil but was unusual here?

c. PROBE: How did that make you feel?

12. What did kids or teachers at your elementary school know about Brazil? When was a time you shared something about living in Brazil with someone at school?

a. PROBE: This could be a time when you corrected a false idea someone had about Brazil, a time when someone just asked you a question about Brazil, or a time when you just shared something on your own

b. PROBE: How did that make you feel?

13. When was a time where you felt proud of your Brazilian culture at school?

a. PROBE: This could be a school activity that involved Brazil, something you got to share with the class about Brazil, or a time when your friends commented something positive about Brazil

Race Questions

14. With what racial category do you feel identified?

a. PROBE: Black, white, Native American, Asian, Pacific Islander, biracial, moreno?

15. How did people at school treat you because of your skin color? Can you share some experiences where you remember being treated differently because of your skin color?

a. PROBE: How long ago did this happen? How did you feel? Did this kind of thing happen a lot?

b. PROBE: When was a time you remember someone commenting on the color of your skin at school?
c. PROBE: How did that make you feel?

16. When was a time you felt proud of the way you looked or the color of your skin?
   a. PROBE: Did you ever learn about someone famous or important who looked like you? Did you read any books about someone who looked like you? Did you like looking similar / different than your classmates?

Closing Questions

17. What do you wish would have been different about your experience in elementary school?

18. What advice would you give a little kid who just moved from Brazil and was going to start elementary school soon?

19. What advice would you give to students in a class that was going to have a new Brazilian student move in?

20. What advice would you give teachers?

Thank you so much for sharing these experiences with me. That was the last question of this interview.

Thank you for participating in this interview! There were a lot of questions and you were awesome. Thank you for being open and vulnerable, that can be hard. Is there anything else you would like to say about the questions I asked? *pause for respondent to either answer in the negative or give additional information*

If anything comes to mind over the next few days, like you remembered another detail about a story you told during the interview, please text it to me or send me an email!

Like it said in the permission form, I am going to look at what we talked about today and come back in about a month to ask you more questions about those things you shared. Can we set up a
day to meet right now before I leave? We can talk about it with your parents to see when would be best. Thank you again for your time!
Interview 2 Questions

Arthur

Language

1. In the last interview, you said the first 3-6 months after you moved to the US were really hard at school. Can you share an experience you remember from that time and what was so difficult about it?
   a. PROBES: Do you remember a specific day in class or an assignment/project? Was there a particular interaction with a teacher or a classmate that was hard?

2. In 6th grade, what was it like talking with your teacher? How did she communicate with you when you first moved?

3. In 6th grade, how often would you read, write, and speak in Portuguese? Was this at home, at school, or somewhere else?

4. Today, how often do you read, write, and speak Portuguese? At home, school, or somewhere else?
   a. PROBE: Why do you think it’s changed?

5. How do you feel about your language skills today?
   a. PROBE: do you have any goals for your language skills? If so, what are they and why do you want to achieve them?

Culture

6. How did you feel support from other Brazilians when you first moved here?
   a. PROBE: did this support happen at home? School? Church?
7. Last time you said that kids at your school knew basically nothing about Brazil. After being in their class in 6th grade, do you think kids understood what Brazil is like any better? Why?

8. Who were some of the first people you became friends with when you moved? How did you become friends? Did you remain friends?
   a. What language did these kids speak?

9. You said at your school kids either spoke Spanish or English and that because of that you were kind of on your own with Portuguese. Did the Spanish speaking kids and the English-speaking kids interact? Or did they keep separate?
   a. PROBE: With which group did you feel more a part of? Why?

10. What did your teacher know about Brazil? When was a time where you talked with him/her about Brazil?

Race

11. Last interview you said there were a few times where you felt discriminated against. Did any of those instances happen in elementary school? If so, could you share one?
Mateus

Clarifying Questions from Int. 1

1. Can you give me a timeline of the different schools you went to from the time you moved to the U.S. in 3rd grade up through 6th grade?

Language

2. When you first moved to the US, how often would you read, write, and speak in Portuguese? And when you did these things, where were you? (school, home, elsewhere?)

3. Today, how often do you read, write, and speak in Portuguese? Where do you typically do these things
   a. PROBE: why do you think it’s changed?

4. How do you feel about your language skills today?
   a. PROBE: do you have any goals for your language skills? If so, what are they and why do you want to achieve them?

5. When you first started at DLBE school, what do you remember about how your English side teachers communicated with you?
   a. PROBE: since you didn’t understand much English at the beginning, how did your English teacher tell you instructions? Did they ever try to have just a normal conversation with you?
   b. PROBE: What do you remember about how your Portuguese side teacher communicated with you? (instructions, conversations not about school, etc.)
   c. Were there teachers that you preferred or liked more than others? Who were they and why did you like them?
6. How did you feel about going to a dual immersion school? What did you like or dislike about it?
   a. PROBE: how do you think your experience in elementary school would have been different if you didn’t go there?

Culture

7. In the last interview, you mentioned that you enjoyed having friends from Brazil at your school and that it was helpful. Why was it helpful to have Brazilian friends at school?
   a. PROBE: Do you remember any specific experiences where you remember being glad you had a Brazilian friend?

8. What were other ways you felt support from other Brazilians when you first moved here?
   a. PROBE: Was this at home? School? Church? Elsewhere?

9. At DLBE school, there were students who were not in the dual immersion program, students who were in dual immersion and spoke English at home, and kids who were in dual immersion and spoke Portuguese at home. How do you remember these three groups interacting? Who did you interact with at school?
   a. PROBE: did these groups keep separate or mix?

10. In the last interview, you said lots of your classmates didn’t know much about Brazil and you would need to explain pretty basic things to them. Was this at DLBE school or English-only school? How often would this happen and how did it make you feel?
    a. PROBE: Does this kind of thing happen today? How do you feel about it today?

Race

11. Was there ever a time in elementary school where you felt discriminated against?
Leo

Language

1. When you first moved to the US, how often would you read, write, and speak in Portuguese? And when you did these things, where were you? (school, home, elsewhere?)

2. Today, how often do you read, write, and speak in Portuguese? Where do you typically do these things
   a. PROBE: why do you think it’s changed?

3. How do you feel about your language skills today?
   a. PROBE: do you have any goals for your language skills? If so, what are they and why do you want to achieve them?

4. When you first started at DLBE school, what do you remember about how your English side teachers communicated with you?
   a. PROBE: since you didn’t understand much English at the beginning, how did your English teacher tell you instructions? Did they ever try to have just a normal conversation with you?
   b. PROBE: What do you remember about how your Portuguese side teacher communicated with you? (instructions, conversations not about school, etc.)
   c. Were there teachers that you preferred or liked more than others? Who were they and why did you like them?

5. How did you feel about going to a dual immersion school? What did you like or dislike about it?
a. PROBE: how do you think your experience in elementary school would have
been different if you didn’t go there?

Culture

6. In the last interview you said there was a Brazilian family that helped you guys when you
first moved to the US. What were other ways you felt support from other Brazilians when
you first moved here?
   a. PROBE: Was this at home? School? Church? Elsewhere?

7. At DLBE school, there were students who were not in the dual immersion program,
students who were in dual immersion and spoke English at home, and kids who were in
dual immersion and spoke Portuguese at home. How do you remember these three groups
interacting? Who did you interact with at school?
   a. PROBE: did these groups keep separate or mix?

8. In the last interview, you said lots of your classmates didn’t know much about Brazil and
you would need to explain pretty basic things to them. Was this at DLBE school or
English-only school? How often would this happen and how did it make you feel?
   a. PROBE: Does this kind of thing happen today? How do you feel about it today?

Race

9. Was there ever a time in elementary school where you felt discriminated against?
Isabela

Language

1. When you first moved to the US, how often would you read, write, and speak in Portuguese? And when you did these things, where were you? (school, home, elsewhere?)

2. Today, how often do you read, write, and speak in Portuguese? Where do you typically do these things
   a. PROBE: why do you think it’s changed?

3. How do you feel about your language skills today?
   a. PROBE: do you have any goals for your language skills? If so, what are they and why do you want to achieve them?

4. When you first started at DLBE school, what do you remember about how your English side teachers communicated with you?
   a. PROBE: since you didn’t understand much English at the beginning, how did your English teacher tell you instructions? Did they ever try to have just a normal conversation with you?
   b. PROBE: What do you remember about how your Portuguese side teacher communicated with you? (instructions, conversations not about school, etc.)
   c. Were there teachers that you preferred or liked more than others? Who were they and why did you like them?

5. How did you feel about going to a dual immersion school? What did you like or dislike about it?
a. PROBE: how do you think your experience in elementary school would have been different if you didn’t go there?

Culture

6. In the last interview, you mentioned that you sometimes talk with other Brazilians over facetime who are going to move here. Can you tell me more about that?
   a. PROBE: How did you first start doing it? How often will you do it? Why do you do it?

7. How did you feel support from other Brazilians when you first moved here?
   a. PROBE: did this support happen at home? School? Church?

8. At DLBE school, there were students who were not in the dual immersion program, students who were in dual immersion and spoke English at home, and kids who were in dual immersion and spoke Portuguese at home. How do you remember these three groups interacting? Who did you interact with at school?
   a. PROBE: did these groups keep separate or mix?

9. In the last interview, you said lots of your classmates didn’t know much about Brazil and you would need to explain pretty basic things to them. Was this at DLBE school or English-only school? How often would this happen and how did it make you feel?
   a. PROBE: Does this kind of thing happen today? How do you feel about it today?

Race

10. Last time you told a story about a girl getting mad at you for moving from another country. Were there other times in elementary school where you felt discriminated against? If so, could you share any of these additional experiences