



"Comimos quesadillas y después jugamos tag: " Children's bilingual/bicultural identity in a U. S. elementary school [

2020

text (article)

Analítica

This reflexion paper presents findings from a classroombased ethnographic study conducted for three years in collaboration with children of immigrant Latino families attending an elementary public school in the U. S. The investigation focuses specifically on the analysis of a series of "family journals," which were collectively created by the children and their families, and shared within the space of the classroom. Through the journals, the children's bilingual and bicultural identities became an important source of learning, collaboration and meaningful engagement in the classroom

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Título: "Comimos quesadillas y después jugamos tag: " Children's bilingual/bicultural identity in a U. S. elementary school electronic resource]

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