

STUDENT HERE, MIEMBRO DE LA FAMILIA ALLÁ: SHIFTING IMPLICIT IDENTIFICATIONS AMONG BILINGUAL INDIVIDUALS

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Despite a substantive body of theories and research on social identities, little is known about how people switch between different identities as a function of the language they use in specific contexts. The purpose of this research was to study how bilingual or bicultural identities operate at an implicit (unconscious or automatic) level. Using the Implicit Association Test (IAT, Greenwald, McGhee, & Schwartz, 1998) we examined the extent to which bilingual individuals identified with school and family as a function of whether they completed the study in English or in Spanish. As predicted, participants identified more strongly with school when they completed the study in English (than in Spanish). These data provide further evidence for a dynamic-constructivist approach of multicultural identities. In addition, they demonstrate the flexibility of self-definitions operating outside of conscious awareness or control.