

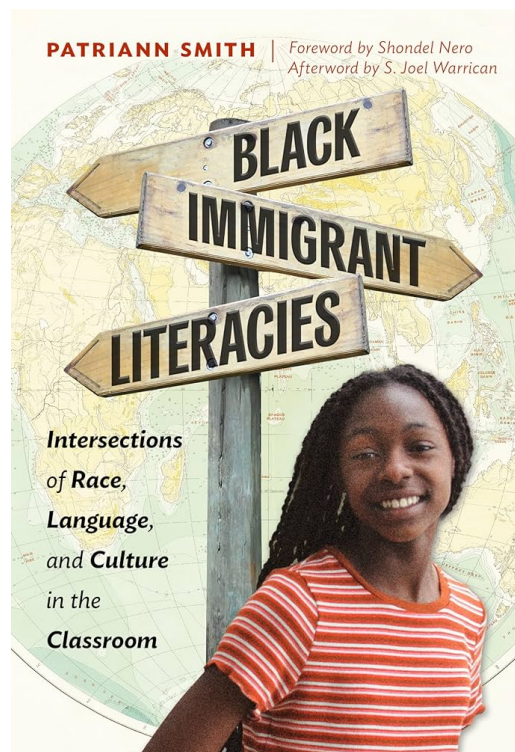
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Review of *Black Immigrant Literacies: Intersections of Race, Language, and Culture in the Classroom*

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In the field of literacy education, the scholarly publications on Black immigrant literacies are emerging; therefore, calling for a need to fill the gap in this area of research literature on Black immigrants. The publication of this book is timely, authored by Patriann Smith, who presents a Black immigrant literacies framework. With the establishment of this theoretical framework, and its foundational underpinnings, Smith's book can "transform how we plan for and design literacy instruction for Black immigrant youth, for immigrant youth of color, and for all youth in schools" (p. 132). Intersections of race, language, and culture in the classroom critically examine the framework with authentic narratives through two Black immigrant students. Through these powerful narratives, Smith provides resources and instructional materials for schools, parents, communities, and organizations to better support Black immigrant literacies.

In the first three chapters, the focus is on exploring the complexities of Black immigrant literacies in the United States. Beginning with a poignant quote from Dr. Lakeya Omogun, Smith illuminates the intricate experiences faced by Black immigrant youth, drawing parallels with figures like Trevor Noah and Dr. Shondel Nero. The introductory chapter sets the stage for understanding the need to address the literacies of this often-overlooked population, advocating for a transraciolinguistic approach that emphasizes solidarity and mutual understanding. Chapter 2 builds upon this foundation by examining the demographics and challenges faced by Black immigrant youth, particularly in relation to language and academic performance. Through a brief history summarized by Smith, the detailed demographics of Black immigrants in the United States are introduced, as well as intersections surrounding Black immigrant youth as a "new model minority" (p. 10-11). As identified in Smith, a line of research (Gilbert, 2008; Kumi-Yeboah, 2018; Ukpokodu, 2018) illustrates that Black immigrant youth have been identified as facing a significant number of challenges with academic performance (p. 11). In applying a transraciolinguistic lens, Smith explores how racialized experiences intersect with language

varieties like Caribbean Englishes, shaping the literacy development of Black immigrant youth. In Chapter 3, Smith presents a comprehensive framework for Black immigrant literacies, emphasizing five key elements: (a) the struggle for justice, (b) debunking the myth of the model minority, (c) transraciolinguistic approach, (d) local-global connections, and (e) holistic literacies. This framework provides researchers and practitioners with a nuanced understanding of how race, language, and culture intersect in the literacy practices of Black immigrant youth. The framework provides essential practices that educators must consider when teaching Black immigrants: **Diaspora Literacy:** African people reading themselves into a new world; **Racial Literacy:** The reading of race, contextually, in relation to power, and as interactional; **Transnational Literacy:** Reading, writing, and semiotizing (including languaging) across transnational boundaries (p. 33).

When viewed critically, these chapters effectively lay the groundwork for addressing the complexities of Black immigrant literacies, offering valuable insights and practical guidance for educators and researchers alike. Smith's meticulous examination of Black immigrant literacies offers a profound contribution to the field of education and Black immigrant literacies. By revealing the multifaceted challenges faced by Black immigrant youth and providing a comprehensive framework for understanding their experiences, Smith's work not only fills a significant gap in existing scholarship but also offers practical guidance for educators and researchers. The transraciolinguistic approach advocated by Smith not only sheds light on the complex intersections of race, language, and identity but also emphasizes the importance of solidarity and mutual understanding within diverse Black communities. Furthermore, Smith's emphasis on holistic literacies underscores the need for educators to go beyond academic performance and support the holistic development of Black immigrant youth. Smith's book stands as a seminal work that not only deepens our understanding of Black immigrant literacies but also provides invaluable insights for educators and policymakers seeking to create more inclusive and equitable learning environments.

In Chapters 4 and 5, authentic narratives from Black immigrant students Chloe and Ervin offer compelling insights into the complexities of their experiences. Chloe, originally from Jamaica, shares her journey of adapting to life in Texas and pursuing higher education, highlighting the need to recognize the linguistic and cultural resources of Black immigrant youth. Through a critical dialectical pluralist approach, Smith analyzes Chloe's narrative, emphasizing the importance of understanding the impact of slavery and colonization on literacy development. Drawing on Flores' language architecture (2020) and Smith's concept of raciosemiotic architecture (2022), the chapter provides educators with resources to support Black immigrant students. Similarly, Ervin's narrative challenges the myth of the model minority and underscores the significance of peer interactions in navigating racialized language dynamics. Through a transraciolinguistic lens, Ervin asserts his identity as Caribbean despite being subsumed into the African American population, demonstrating metaracial, metalinguistic, and metacultural understanding. The chapter offers valuable insights and lesson plans for educators to address racialized Englishes and support the linguistic diversity of Black immigrant youth. These chapters significantly enhance our understanding of Black immigrant literacies, providing both theoretical insights and practical guidance for educators. Smith's comprehensive approach not only sheds light on the complexities of these literacies but also offers concrete strategies for fostering inclusive learning environments. The author's nuanced analysis and empirical evidence serve as valuable resources for researchers, practitioners, and policymakers interested in equity-driven education.

In Chapter 6, Smith adeptly establishes a connection between the framework and basis for Black immigrant literacies by fostering solidarity among schools, parents, and communities. Through concrete examples and collaborative initiatives, Smith demonstrates how these stakeholders can work together to support the educational needs of Black immigrant students, thereby strengthening the overall educational ecosystem. Black immigrant literacies framework is revisited with the following

five elements: (1) laying claim to the struggle for justice; (2) disrupting the myth of the model minority; (3) a transraciolinguistic approach; (4) local—global connections; and (5) holistic literacies. The basis for the framework includes three theoretical lenses: (a) diaspora literacy, (b) transnational literacy, (c) racial literacy. These three lenses work together to help advance conversations that enable Black immigrant youth to thrive. Smith uses critical quotes from Ibrahim (1999) on “becoming immigrant” and “becoming black”, which is seen through the authentic narratives provided by Chloe and Ervin. Building upon Rosa and Flores' previous research (2015, 2017) and employing a raciolinguistic perspective, Smith emphasizes the imperative for institutions to prioritize the creation of equitable systems. These systems should empower students of color to thrive fully, preserving their linguistic diversity and identity. In this concluding chapter, Smith calls for teachers, parents, and communities to work in conjunction with a Black immigrant literacies framework in solidarity and provides various resources.

Smith's book provides a framework for teaching Black immigrant children, as well as for students of color and equally for all students. Through the power of authentic narratives provided by Chloe and Ervin, teachers and researchers can critically interrogate the existing gap in the literature on Black immigrant literacies that Smith fills through the research and analysis provided. Smith highlights the need for schools, parents, communities, and organizations to better understand how Black immigrant youth can be supported, both in solidarity with other Black students and more broadly as they relate to other racial and immigrant students in the United States. Smith's work on “Blackness, immigration, and languaging will transform how educators can plan for and design literacy instruction for Black immigrant youth, immigrant youth, and for all youth in school” (p. 132). In sum, Smith's insightful exploration of Black immigrant literacies not only offers a comprehensive framework for educators and researchers to support the diverse needs of Black immigrant youth but also underscores the broader imperative for schools and

communities to embrace inclusivity and solidarity in education, ultimately shaping a more equitable learning environment for all students.

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