

A Transraciolinguistic Approach for Literacy Classrooms

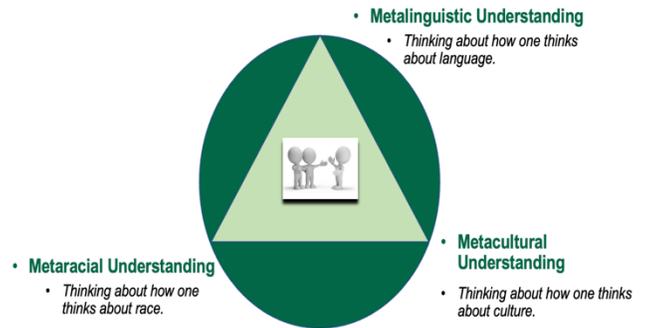
Patriann Smith, PhD

A Transraciolinguistic Approach for Racialized Students: Level 1

- **Acknowledge the influence of the White Gaze and how it intersects with Migration and Language use to Influence Literacy Curriculum**

Smith, P. (Accepted, 2021). Migrating while multilingual and Black: Literate experiences of invisible youth. In E. Bauer (Ed.), *Enhancing bilingual education: A transdisciplinary lens for improving learning in bilingual contexts*. New York, NY: Routledge.

- **Phonics:** Proper pronunciation, proper accent, accent reduction (i.e., White listening subject + ... **Migration + Language**)
- **Spelling:** Correct spelling (White gaze + ... **Migration + Language**)
- **Writing:** Writing well (White gaze + ... **Migration + Language**)
- **Vocabulary:** Correct vocabulary (White gaze + ... **Migration + Language**)
 - Goal of Reading and Literacy: **Meaning-Making/Comprehension**



A Transraciolinguistic Approach

A Transraciolinguistic Approach for Racialized Students: Level 2

- **Disrupt and Dismantle Eurocentric Literacy Curriculum**

Smith, P. (In review). A transraciolinguistic approach for literacy classrooms. *The Reading Teacher*.

A Transraciolinguistic Approach for English Language Arts & Literacy (ELAR)					
	Phonics and Word Recognition	Phonological Awareness	Fluency	Informational Text	Literature
	<p><i>Original:</i> CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><i>Original:</i> CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><i>Original:</i> CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Original:</i> CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><i>Original:</i> CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
<p>A Transraciolinguistic Approach for Metaracial, Metalinguistic, Metacultural Understanding</p> <p>Teachers will use original curricular standards in literacy and English language arts to craft specific learning objectives based on knowledge, skills, and appreciation for students of color that allow them insight into how their literacy practices differ from the mainstream racially, linguistically, culturally. Based on such learning objectives teachers may decide to emphasize metalinguistic, metaracial and/or metacultural understanding in the learning activities used across different lesson plans.</p>	<p><i>Revised:</i> Know the spelling-sound correspondences for common consonant digraphs used as a linguistically diverse (immigrant) student of color. Show the difference in spelling-sound correspondences for common consonant digraphs used as a linguistically diverse student of color as compared to White, monolingual (and/or American) peers. Value the difference in spelling-sound correspondences for common consonant digraphs presented with confidence as a linguistically diverse (immigrant) student of color.</p>	<p><i>Revised:</i> Know the differences in long and short vowel sounds in spoken single-syllable words that may sound different when used as a linguistically diverse (immigrant) student of color. Illustrate how long and short vowel sounds in spoken single-syllable words are used differently as a linguistically diverse student when compared to (monolingual) White (and/or American) peers. Read a story to peers using unique long and short vowel sounds in spoken single-syllable words as a linguistically diverse (immigrant) student of color.</p>	<p><i>Revised:</i> Read grade-level text orally reflecting differences in accuracy, rate, and expression as a linguistically diverse (immigrant) student of color. Use the long and short vowel sounds in spoken single-syllable words as a student of color without hesitation.</p>	<p>Present alternative words to those presented in text that correspond to pictures and illustrations used as a linguistically diverse (immigrant) student of color.</p>	<p>Indicate differences in the point of view of stories narrated when told as a linguistically diverse (immigrant) student of color. Develop an alternate story with a point of view that illustrates lived experience as a linguistically diverse (immigrant) student of color. Present the alternate story orally as a linguistically diverse (immigrant) student of color to an audience of racialized and non-racialized peers.</p>

A Transraciolinguistic Approach for Racialized Students: Level 3

• Create Storylines with Racialized Youth

Smith, P. (2019). (Re)Positioning in the Englishes and (English) literacies of a Black immigrant youth: Towards a 'transraciolinguistic' approach. *Theory into Practice*, 58(3), 292-303. DOI:10.1080/00405841.2019.1599227.

Rationale

- Black immigrant populations often grapple with understanding how they are **positioned** by Black & other racialized peers as well as White peers.
- There is no reason why literacy curriculum should **fail** to prepare racialized (Black) (im)migrant/transnational middle/high-school students to identify and leverage their assets with these diverse peers.
- English literacy curriculum worldwide can no longer obscure this disconnect designed by white supremacy. Institutions must design literacy learning to address **prevailing fallacies** held by Blacks about each other.
- The next figure, "English Language Arts & Literacy (ELAR) Instructional Module," presents a visual depiction of how teachers can design modules that tap into Black immigrant & Black American students' transraciolinguistic **assets** via metalinguistic, metacultural, metaracial understanding.

Steps for Fostering a Transraciolinguistic Approach with Racialized (Black) Youth

- **Step One:** Determine the "speech act" (i.e., oral interview, narrative, role play, multimodal product, etc.) through which the student will provide information about his or her academic and literate trajectory regarding intersections between (English) language, race, and other elements of culture broadly speaking.
 - **Example: Jaeda's Oral Interview is the "Speech Act" (see Appendix A)**
- **Step Two:** Identify, with the student, how they position their language, race, and culture in general as well as how significant others position these elements when they are engaged in literate encounters. Identify the student's reaction to being positioned in this way. Identify how the student responds when they perceive that they are positively and negatively positioned.
 - **Example: Jaeda creates a "Storyline" with Me**

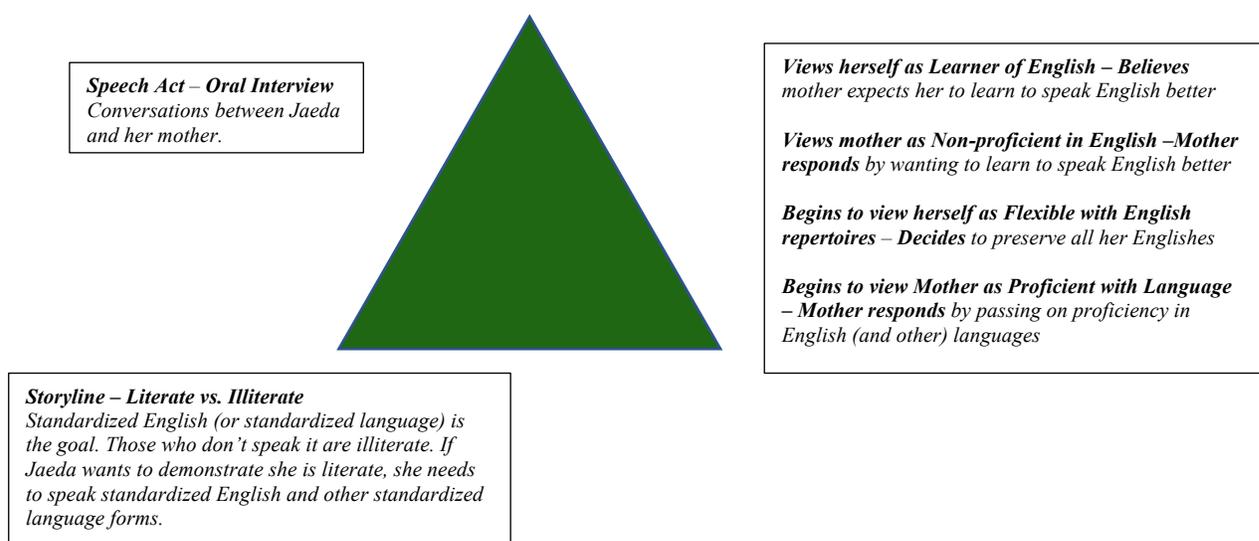


Figure 1: Storyline: Jaeda's Positioning in Interactions with her Mother

- **Step Three:** Discuss with the student the elements that they use to overcome the negative positioning reflected in their "story-line". Work with the student to identify elements that they already use to develop a sense of agency in response to this positioning as well as other elements that they may have overlooked that can be useful based on their storyline.
- **Step Four:** Discuss with the student the elements that they use to overcome the negative positioning reflected in their "story-line". Work with the student to identify elements that they already use to develop a sense of agency in response to this positioning as well as other elements that they may have overlooked that can be useful based on their storyline.
- **Step Four:** Revisit, with the student, the "story-lines" developed, after time has elapsed to enable them to identify how his or her sense of agency has evolved based on the agentive practices used.

A Transraciolinguistic Approach for Racialized Students: Level 4

- **Revamp Instructional Modules to Connect Racialized Youth**

Smith, P. (2021). Five steps to address anti-Blackness: Black immigrant literacies. *International Literacy Research Association Literacy Now Blog*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-now/2021/03/17/five-steps-to-address-anti-blackness-black-immigrant-literacies>

- There is continued **disconnect** within the Black population worldwide.
- There is no reason why literacy curriculum should **fail** to prepare racialized Black (im)migrant/transnational middle and high-school students to interact with Black peers of different backgrounds.
- English literacy curriculum worldwide can no longer obscure this disconnect designed by white supremacy. Institutions must design literacy learning to address **prevailing fallacies** held by Blacks about each other.
- The next figure, “**English Language Arts & Literacy (ELAR) Instructional Module**,” presents a visual depiction of how teachers can design modules that tap into Black immigrant & Black American students’ **assets** via metalinguistic, metacultural, metaracial understanding.

A Transraciolinguistic Approach for Mainstream Classrooms: Level 5

- **Leverage a Transraciolinguistic Approach for All Students**

- A transraciolinguistic approach would not achieve its goals in literacy teaching and learning if it failed to **move beyond the racialized** students who are often on the receiving end and if it does not address organizations such as schools that continue to perpetuate raciolinguistic ideologies.
- Teachers of literacy who are responsible for the instruction of non-racialized populations (i.e., white students) are capable of also leveraging a transraciolinguistic approach, enabling students perceived as monolingual, monocultural and monoracial, **to better relate to racialized peers** using metalinguistic, metacultural and metaracial understanding.
- The instructional/lesson **plan** presented next is used to illustrate (**see Appendix B**).

Recommended Readings

- [Patriann Smith: Finding \(radical\) hope in literacy: Pedagogical literacy insights from culturally and linguistically diverse students. *Literacy Practice and Research*, 43\(3\), 5-15.](#)
- [Patriann Smith: \(Re\)Positioning in the Englishes and \(English\) literacies of a Black immigrant youth: Towards a ‘transraciolinguistic’ approach. *Theory into Practice*, 58\(3\), 292-303.](#)
- [Patriann Smith: Silencing invisibility: Towards a framework for Black immigrant literacies. *Teachers College Record*, 122\(13\).](#)
- Patriann Smith: “How does a Black person speak English?”: Beyond American language norms. *American Educational Research Journal*, 57(1), 106-147. DOI: <https://doi.org/10.3102/0002831219850760>
- Patriann Smith, Jason Lee, & Rong Chang (2020, Advance online publication): Characterizing competing tensions in Black immigrant literacies: Beyond partial representations of success. *Reading Research Quarterly*. DOI:10.1002/rrq.375
- Patriann Smith: The case for translanguaging in Black immigrant literacies. *Literacy Research: Theory Method, and Practice*, 69(1), 192-210. DOI: <https://doi.org/10.1177/2381336920937264>
- Patriann Smith: Five steps to address anti-Blackness: Black immigrant literacies. *International Literacy Research Association Literacy Now Blog*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-now/2021/03/17/five-steps-to-address-anti-blackness-black-immigrant-literacies>
- Patriann Smith: Translanguaging in the literacies of youth migrating to the U.S. and racialized as Black. *American Educational Research Association Bilingual Education Research Special Interest Group Newsletter*, Spring Edition. **[Invited]** Retrieved from https://www.academia.edu/45456174/Beyond_Anti_Blackness_in_Bilingual_Education_Looking_through_the_Lens_of_the_Black_Immigrant_Subject_American_Educational_Research_Association_BER_SIG_Newsletter
- Arlette Willis, Patriann Smith, Jung Kim, & Betina Hsieh (*Commissioned, Press Release, 2021*): Racial justice in literacy research. *Literacy Research Association*. Retrieved from <https://www.prnewswire.com/news-releases/racial-justice-research-report-released-by-the-literacy-research-association-301256285.html>
- [Geneva Smitherman: Raciolinguistics, “Mis-Education,” and Language Arts Teaching in the 21st Century](#)
- [Kate Seltzer: Translating Theory to Practice: Exploring Teachers' Raciolinguistic Literacies in Secondary English Classrooms](#)
- [Maneka Brooks: “She Doesn’t Have the Basic Understanding of a Language”: Using Spelling Research to Challenge Deficit Conceptualizations of Adolescent Bilinguals](#)
- [Nelson Flores and Jonathan Rosa: Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85, 149-171.](#)

- [Jonathan Rosa: Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. Journal of Linguistic Anthropology, 26, 162-183.](#)
- [Sophia Bahena: Differences as Deficiencies – The Persistence of the 30 Million Word Gap](#)
- [Ofelia Garcia: Interrogating the Language Gap of Young Bilingual and Bidialectal Students](#)

Recommended Media

- [Kelly Wight: All Things Linguistic](#)
- [Jonathan Rosa on Why We Need a Raciolinguistic Perspective](#)
- [Adam Schwartz: Language, Mockery and Racism: The Case of Mock Spanish](#)
- [DUOcon with Nicole Holliday](#)
- [DUOcon with Anne Charity Hudley](#)
- [Hearing Racialized Language in Josh Inocéncio's Purple Eyes \(Ojos Violetas\)](#)
- [Speak English or Else You'll Be Put on Dish Duty!](#)
- [Hearing Race: Hearing Race: Can Language Use Lead to Racism?](#)
- [The Reason You Discriminate Against Foreign Accents Starts with what they do to Your Brain](#)
- [Hearing Racialized Language in Josh Inocéncio's Purple Eyes \(Ojos Violetas\)](#)

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Appendix A

Jaeda's Excerpt One

“My mom’s from Jamaica. She’s Jamaican. Her accent is Jamaican English. She lived like 20 years in England, 19 years in Jamaica. But the thing is me and my sister, we have language problems because my mom had a very thick accent like her family, so we started talking Patois all the time all the time so then we had to take English as a second language classes all the way up to middle school. Basically, like I feel I was speaking English [in elementary school], but you know, Jamaican, broken Jamaican; kids bullied me and my sister all the time. I would like, go home, cry about it because no one understands what I was saying. And my mom would say [back then], ‘Maybe you start being yourself you don’t have to worry about everybody else bullying you and stuff like that, just talk how, you know we all talk how as a family’ so I was like, no [laughter], not working. So then, I don’t know, I [later] transitioned in and out of three middle schools because with all the bullying, I had behavior problems, like me lashing out at people. I had a really big behavior problem in middle school. Yes, but back to my mom, now she hates sounding Jamaican. She became a proper person. She’s very proper. She reads a lot and I think that is kind of changing her. She reads all the time and so, she carries herself at high level and she wants me to meet that level. She doesn’t want me to speak down at this level [where I use Jamaican Creolized English]. She always wants me to learn different languages. She put her money aside for me to go back to China. She wants me to be fluent in Mandarin. I am working on language all the time because she wants me to speak Spanish and Mandarin at the same time. She knows Spanish, French, and something else. So now she pronounces her words; you’ll never hear her speak like, broken [Jamaican English]; but you also hear the [Jamaican] accent. She sounds more American [now] but she still has problems with saying some difficult words. When I’m at home I speak totally different with the same [Jamaican] accent like my mom. Immediately, I can turn [my American accent] off and turn it on. I got used to that. So, when I’m at home, I am totally comfortable.”

Appendix B

Example of Mini-Lesson with Revised Standards to reflect (Trans)raciolinguistics

Name: _____ Date of Mini- Lesson: _____
Grade Level _____ Content _____ Time Frame _____

Mini-Lesson Overview

Central Focus:

- Students will develop an understanding of the variations that exist in spelling-sound correspondences leveraged by White students and linguistically diverse (immigrant) students of color.

Original Standards (Common Core State Standards, or Other Appropriate Standards):

- Phonics and Word Recognition: [CCSS.ELA-LITERACY.RF.1.3.A](#)
 - *Know the spelling-sound correspondences for common consonant digraphs.*
 - *Decode regularly spelled one-syllable words.*

Revised Standard (Reflects metalinguistic, metacultural and metaracial understanding via (trans)raciolinguistics):

- Phonics and Word Recognition: [CCSS.ELA-LITERACY.RF.1.3.A](#)
 - *Know and understand the variations in spelling-sound correspondences for common consonant digraphs used by non-racialized monolingual students and linguistically diverse (immigrant) students of color.*

Rationale/Purpose/Context of the Lesson:

- This lesson is designed to allow students who are non-racialized and/or monolingual to identify and understand the differences in spelling-sound correspondences presented by (immigrant) students of color who are linguistically diverse. This lesson allows students to move beyond one acceptable notion how accurate spelling sound correspondences are represented and allow them to envision differences in the sounds of common digraphs when leveraged by different racialized and linguistically diverse (immigrant) populations. This is especially important for students of color to feel that their racialized languages and literacies are valued in classrooms. One of the digraphs that are commonly presented differently by students such as Fred from the English-speaking Caribbean is the digraph "th" and which can easily be assumed to be incorrect in the writing and speaking of the immigrant child of color. For this purpose, this lesson is focused on the digraph, "th".

Previous Knowledge:

- Students have already explored the term "consonant digraphs" and are familiar with some consonant digraphs, including the digraph "th".

Objectives/Learning Outcomes (Include metalinguistic, metacultural and metacultural outcomes in objectives):

- **Identify** spelling-sound correspondences for common consonant digraphs used by linguistically diverse (immigrant) students of color.
- **Differentiate** spelling-sound correspondences for common consonant digraphs used by linguistically diverse student of color as compared to their White, monolingual (and/or American) peers.
- **Appreciate** the difference in spelling-sound correspondences for common consonant digraphs presented with confidence by linguistically diverse (immigrant) students of color.

Instructional Materials:

- *Video*

Instructional Procedures and Assessment:

- Teacher introduces students to a video of two children engaged in conversation while playing, one who is a student of color and one who isn't. Students are allowed to listen to and observe both students in conversation for about 1-3 minutes and asked, what do they notice about the children. Students are prompted to think about how the students look, how they sound, what is different, what do they understand and how do they feel about the two students based on how these students look and sound.
- Teacher reminds students of what a digraph is: "two letters that make one sound." Teacher presents the spelling-sound correspondence for a common consonant digraph "th" guiding students to pronounce the digraph by reminding them of words in which the digraph can be found. Students are then reminded to use a hand signal to illustrate that a digraph brings 2 letters together to create 1 new sound. For example: Teacher shows students 2 fingers then crosses these fingers to illustrate how 2 become 1. Students follow by showing 2 fingers and then crossing these fingers to illustrate how 2 become 1.
- Teacher replays video and invites students to listen for the digraph "th" as used by students in the video. She prompts students to recognize the differences in how it is pronounced by the child of color and the non-racialized child.
- Teacher indicates to students that many of the people they will meet sometimes say sounds differently depending on how they look and this is different but okay. She invites students to consider countries where the digraph "th" might be pronounced differently and that it can seem different when it is said by students from different backgrounds.
- Teacher has students draw an image to indicate how they will respond to a child who uses the digraph "th" differently from them.