



education review/reseñas educativas

editor: gene v glass

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a multi-lingual journal of book reviews

March 23, 2010

Arizona State University

ISSN 1094-5296

Li, Guofang (Ed.) (2009) *Multicultural Families, Home Literacies, and Mainstream Schooling*. Charlotte, NC: Information Age Publishing, Inc.

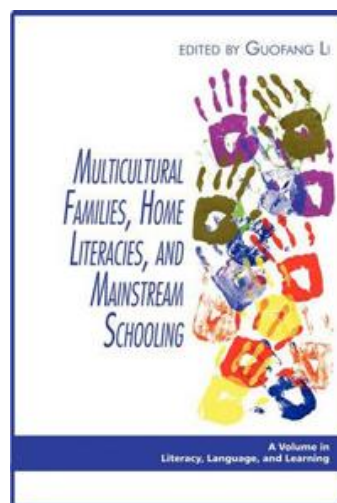
Pp. xxvii+280 ISBN 978—1-60752-035-1

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March 23, 2010

This book describes the home literacy practices of diverse families from diverse ethnic background. The book is structured into four parts: (I) Theorizing Research on Home Literacy Practices and Mainstream Schooling, (II) Multicultural Families and Home Literacy Practices, (III) School-Home Literacy Connections and the Directions of Minority Literacy Education and (IV) Home Literacies and Mainstream Schooling—A Conclusion.

Part One consists of one chapter by Cairney, titled “Home Literacy Practices and Mainstream Schooling: A Theoretical Understanding of the Field”. This chapter focuses on major extant theories of home literacy practices



Citation: McNally, Elizabeth. (2010 March 23) Review of *Multicultural Families, Home Literacies, and Mainstream Schooling* by Goufang Li (Ed.) *Education Review*, 13. Retrieved [Date] from <http://edrev.asu.edu/reviews/rev903.pdf>

and school. Cairney reviews theories linking social practices to literacy and language development and the structural inequities between a potential mismatch in the home/school language and literacy practices. Further, he advocates for the use of culturally relevant pedagogy in promoting partnerships, building on the work of Gloria Ladson-Billings to support the home/school language and literacy connection.

Part Two, Multicultural Families and Home Literacy Practices, is divided into 9 chapters. These explore the home literacy practices of African and African American Families (Compton-Lily and Lynch), Asian Families (Park and Li), Hispanic Families (Coady and Reese), European American Families (Enz & Foley and Li), and Families of Mixed Heritages (Souto-Manning & Dice). In “Literacy Practice in African-American Homes: Looking across Time and Space”, Compton-Lily compares three children from low SES African American families. She highlights three findings from her research studies: 1. Children tend to have similar reading preferences as their parents 2. Both parents and children tend to prefer texts that depict their own ethnicity and, 3. Children tend to read books that relate to their personal identity (45). Building on these findings, Compton-Lily argues for the importance of incorporating each individual child’s familial experiences in the classroom. In Chapter Three, “Family Matters: How one Somali Bantu Family Supported Themselves and an American Teacher in Literacy Learning”, Lynch presents an ethnographic study of one Bantu family. Lynch explores “what happens when a Somali Bantu family and an American explore language and culture together” (60). She found that in this family, learning was multigenerational, as children and adults scaffolded and supported one another. Further, she finds that when the teacher (in this situation the researcher) becomes vulnerable and open to learning, multidirectional learning becomes apparent as the learners become teachers and teachers become learners.

In Chapter Four, Park presents a study of her own son in “Writing in Korean and English: Case Study of Parent-Child Interactions in a Korean Family”, showing that parent-child

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interactions over writing differ based upon the language that is being utilized. Further, she speculates that despite parental support of bilingualism, it may be difficult to achieve because of the different needs and contexts of the younger generation, as well as the monolingual standard to which most students are held. In Chapter Five, Li explores a case study of six year old emerging biliterate student in “Family Literacy: Learning from an Asian Immigrant Family”. Concluding that for Yang, the child, learning is embedded in his parent’s expectations and traditions, Li then includes a section on insights for teachers, based upon her findings drawing upon the importance of culturally relevant teaching. Not discussed in the chapter are differences among the broad range of Asian groups and the implications of these differences for teaching. Indeed, throughout the book, readers need to be careful not to generalize particular findings across families within an ethnic group or across ethnic groups.

Chapters Six and Seven “ ‘Solamente Libros Importantes’: Literacy Practices and Ideologies of Migrant Farmworking Families in North Carolina Florida” by Coady and “Literacy Practices Among Immigrant Latino Families” by Reece discuss home literacy practices from the perspective of Hispanic families. Coady examines home literacy practices of a migrant family as they encounter difficulties negotiating the expectations of school and finds that, “different ideologies, combined with the rural nature of family’s homes, a mobile lifestyle, and few materials in Spanish all contributed to their limited access to a wide variety of print, including storybooks for pleasure reading and materials to complete school work” (126). Reece, too, examines immigrant Latino families through a longitudinal lens of 29 families. Reece finds that certain literacy practices are more easily adapted to diverse multicultural families, and that different home expectations regarding the role of parents and the home in literacy learning contribute to difficulties often encountered by migrant families and their students.

European American Families are discussed in chapters eight and nine with “Sharing a Language and Literacy Legacy: A White Middle Class Family’s Experience” by Enz and Foley

(Chapter Eight) and “‘The Majority in the Minority’: Literacy Practices of Low-SES White Families in an Inner City Neighborhood” by Li (Chapter Nine). Enz and Foley discuss a white middle-class family’s experience with home literacy practices, as they follow Annie over a span of five years. Finding that Annie’s home practices were closely aligned with school expectations, and thus by kindergarten, she was expected to progress quite smoothly into institutionalized routines. Contrasting this white middle class experience, Li explores low socioeconomic status white families. Li ethnographically followed the Sassanos and the Claytons, as she examined how their home literacy practices aligned with school expectations. Breaking from previous research, this study found that these families were ‘actively engaged’ in promoting the literacy practices of the school in their homes.

Part Two concludes with Chapter 10 discussing mixed heritage families in, “Syncretic Home Literacies: Learning to Read in Two Languages and Three Worlds” by Souto-Manning and Dice. Bringing together two different and/or opposing practices, the syncretic literacies of school and home (and the vast histories represented by each) are explored in this chapter. Souto-Manning and Dice follow bilingual Diego for nearly two years and draw upon Gutierrez, Baquedano-Lopez & Tejero to find that Diego was able to negotiate a ‘third space’ (p. 212), where he mixed the diverse literacy practices of his English-speaking father and Portuguese-speaking mother. Though not without tension, Diego’s success was reached, in part because of the presence of his mother in school spaces. Thus, the authors promote the view of each child’s unique story, and the need to strengthen the connections between the home and school, so that the literacy practices can be multidirectional: the school influencing home practices, and the home practices influencing literacy activities in the school.

Part Three “School-Home Literacy Connections and the Directions of Minority Literacy Education” includes two chapters, each promoting positive identity building and appreciation and inclusion of home literacy practices within school spaces. Chapter Eleven, “Understanding English

Language Learner's Identities in Two Languages and Literacies in Two Contexts" by McCarthy draws upon Bakhtin's dialogic theory, Wenger's Communities of Practice, and a Narrative theory to discuss three students' emerging identities. McCarthy argues that identities are shaped within an historical context, where the past experiences shape the present. She uses the Community of Practice perspective to show how one student moved in and out of membership in different linguistic communities, while the Narrative theory provided a bridge between identity and learning. Each of the theories provides for different understandings in the study, and a broad scope of lenses are provided.

Chapter Twelve, "Old Tensions, New Tensions: Implications of Home Literacies for Teacher Education Programs, K-12 Schools, and Family Literacy Programs" by Turner and Edwards explores the tensions between the importance of incorporating and including home literacy practices in school spaces, with the dearth of teacher education coursework which adequately addresses this need. Concluding the chapter with 'New Visions', Turner and Edwards promote increased research, expanding the role of researcher to work further with practitioners, better communication with parents, and expanding the notion of parents and parenting, and using home literacies as a bridge to school literacy practices.

Part Four, "Home Literacies and Mainstream Schooling: A Conclusion" concludes the book with Chapter Thirteen, "Say It Today Then Say It Differently Tomorrow: Connecting Home and School Literacies" by Lapp. Lapp ties the insights provided throughout the chapters together, by stressing the importance of the school's incorporation of home literacy practices, just as practitioners expect school literacy practices to be taken up in homes. Secondly, she stresses the role of teacher educators in preparing future teachers to acknowledge and respect the differences in home literacies, while not treating differences as deficits, but rather as strengths to be drawn upon.

In all, *Multicultural Families, Home Literacies, and Mainstream Schooling* provides detailed descriptions of specific families' home literacy practices. As research shows most teachers are white, middle class females, and not representative of the diverse cultures and languages of the students they are charged to teach. Thus, the chapters in this book may provide glimpses into homes that many teachers may not have encountered. However it is important to emphasize that these chapters should not be used to generalize particular findings, to a large corpus of families within a specific ethnic community or across communities, but rather are meant to provide insights into specific family home literacy practices.

Readers need to be aware that the organization of the book may predispose essentializing ethnic cultures and families. In some cases, the description and discussion of home literacy practices would have been enhanced by having multiple perspectives and by having a group of authors with more diverse ethnic, racial, and cultural backgrounds. Nonetheless, even with these caveats, the book can provide teachers and other educators with insights for supporting culturally relevant pedagogies that incorporate family literacy practices into the classroom.

About the Reviewer

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