# Article information:

“It’s OK. She Doesn’t Even Speak English”: Narratives of Language, Culture, and Identity Negotiation by Immigrant High School Students  
<https://journals-sagepub-com-ssl.access.hanyang.ac.kr:8443/doi/epdf/10.1177/0042085919873696>

# Article summary:

1. African immigrant and refugee high school students in the Midwest face linguistic struggles and cultural mismatch in American classrooms.

2. Their translingual and transcultural competencies are often not recognized or valued, leading to negative comments about their accent and pronunciation of English words.

3. More research is needed to better understand the experiences of immigrant- and refugee-background high school students and leverage their funds of knowledge to enhance their successes in school and wider communities.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "It's OK. She Doesn't Even Speak English": Narratives of Language, Culture, and Identity Negotiation by Immigrant High School Students" provides valuable insights into the experiences of African immigrant and refugee high school students in the Midwest. However, there are some potential biases and missing points of consideration that need to be addressed.

One potential bias is the focus on African immigrant and refugee students, which may overlook the experiences of other immigrant groups. While it is important to highlight the challenges faced by African students, it is also important to recognize that other immigrant groups may face similar struggles.

Another potential bias is the assumption that all African immigrant and refugee students share a common culture and language. While there may be some similarities among these students, it is important to recognize their diversity and individual differences.

The article also makes unsupported claims about cultural mismatch as a major discriminatory tool against Black immigrants. While cultural differences can certainly create challenges for immigrant students, it is not clear that this is a deliberate tool of discrimination.

There are also missing points of consideration in the article, such as the role of socioeconomic status in shaping the experiences of immigrant students. It would be helpful to explore how poverty and inequality affect these students' access to resources and opportunities.

Additionally, while the article highlights some evidence-based strategies for supporting immigrant students, it does not explore counterarguments or potential risks associated with these approaches. For example, some educators may argue that prioritizing multilingualism over English proficiency could hinder academic success in mainstream classrooms.

Overall, while this article provides valuable insights into the experiences of African immigrant and refugee high school students in the Midwest, there are some potential biases and missing points of consideration that should be addressed in future research.

# Topics for further research:

* The role of socioeconomic status in shaping the experiences of immigrant students
* Challenges faced by other immigrant groups in the Midwest
* Individual differences among African immigrant and refugee students
* The potential risks associated with prioritizing multilingualism over English proficiency
* Discrimination against Black immigrants beyond cultural mismatch
* Strategies for addressing poverty and inequality among immigrant students

# Report location:

<https://www.fullpicture.app/item/698e3d42c2481eaf164985e366d37e28>