

Writing as an Avenue between Home and School

This infographic zooms in on one of the topics of the NCTE statement "Professional Knowledge for the Teaching of Writing." The NCTE statement itself, CCCC statement on second language writing and writers, and another NCTE statement "Resolution on the Student's Right to Incorporate Heritage and Home Languages in Writing" are referred.



What do teachers need to understand based on the NCTE statement?



How to find out about students' language use in the home, the changes in language context they may have encountered in their lives, and the kinds of language they most value.



The ways wider social situations in which students speak, write, read, and relate to other people.



How mixing languages within a text can promote students' acquisition of academic language, ability to communicate complex thoughts, and ways of communicating with various audiences.



How teachers who do not speak or understand a student's home language can embrace and support the use of home languages in the classroom.



How to discuss respectfully with students the expectations for flexibility in the use of different kinds of language for different social contexts.



How to help students negotiate maintenance of their most familiar and cherished language practices while developing strength in academic classroom English.



Control and awareness of their own varied and strategic ways of using language and the social contexts that expect them.



An understanding of the relationships among group affiliation, identity, and language.



Knowledge of the usual patterns of common dialects in English, such as African American English, Spanish, and varieties of English related to Spanish.



The online spaces through which students communicate, and how their uses of digitalk differ from conventional written English.

Resolution on the student's right to incorporate heritage and home languages in writing



When students have opportunities to incorporate home languages in their construction of written texts, they:

(a) draw on a rich range of linguistic and cultural resources to express complex thought, **(b)** accelerate their acquisition of academic discourses, **(c)** develop multilingual abilities,

(d) become more adept as they develop abilities in text comprehension and construction, **(e)** enlarge their competency in public discourse.



Most importantly, they are afforded greater opportunities to develop writerly identities "reduc[ing] the distance between home and school, while helping them to become more invested in school learning" (Yi, 2007).



CCCC Statement on Second Language Writing and Multilingual Writers

Teachers and writing program administrators should:



Recognize and support multilingual writers' practices of integrating their unique linguistic and cultural resources into writing both in classrooms and at the level of the writing program.



Recognize and take responsibility for the regular presence of multilingual students in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural backgrounds.



Offer teacher preparation based on evidence-based scholarship and best practices for multilingual writers.



Include cross-disciplinary perspectives on multilingual writers in developing theories and discussing implications of studies of writing.



Investigate issues surrounding multilingual writing and writers in the context of writing programs and make multilingual practices visible and central across these spaces.



Advocate for emotional and legal support for multilingual writers around issues such as immigration and discrimination, and challenge materials and pedagogical practices that disadvantage multilingual writers.