

Faculti Summary

<https://faculti.net/developing-academic-identities/>

This video discusses a research study co-authored by Marjorie Fick Ora and the speaker, focusing on the academic identities of bilingual youth and their writing skills. The study, part of a larger research project, examines how sixth-grade students adopt academic voices in their writing and how this impacts their development of academic identities.

Key points from the text include:

1. **Research Context**: The study analyzed data from a larger investigation that looked at bilingual students' academic literacy skills and their roles as translators for their families.
2. **Academic Voices**: The research focused on how students utilize different voices in their writing for distinct audiences, particularly in argumentative essays addressed to both close individuals and authoritative figures.
3. **Academic Identity Formation**: It emphasizes the importance of students believing in their academic capabilities to enhance their engagement and success in writing.
4. **Writing Analysis**: The analysis of students' writing samples revealed sophisticated uses of argument and voice, suggesting that standardized assessments often fail to capture students' true skills and identities.
5. **Teaching Implications**: The findings provide insights into effective writing instruction, highlighting the need to facilitate students' use of authentic voices and understand their rhetorical choices based on different audiences.
6. **Development Activities**: The study illustrated the importance of engaging students in activities that allow them to express their ideas freely, helping them recognize their potential as competent writers.
7. **Broader Understanding**: The conclusions stress the necessity for teachers to recognize and nurture the diverse competencies that students possess beyond the conventional metrics of writing assessment.

In summary, the text highlights a study aimed at understanding how bilingual students construct academic identities through their writing, advocating for instructional practices that empower student voices and reflect their true capabilities in academic settings.