

## Micro-Paper 31: *Children's Personal Literacies*

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### Defining the Term

When we talk about children's personal literacies, we make reference to the various ways that children use to express their ideas and get information about their world. Taking into account the idea that literacy is seen nowadays as a social practice, there are different kinds of literacies that are not always carried out inside the school and which are part of the persons' everyday life.

In the case of children, they do not necessarily discriminate their literacy practices as in- and out-of-school literacies. Instead, they intertwine them using the resources they get in both settings to enrich their personal literacies. They develop different literacy practices and events according to their interests.

Over the years, out-of-school literacies have been frequently neglected in the classroom because of the curricular efforts on accomplishing the proposed national standards. If students are allowed to bring their personal interests and skills different from reading and writing to school; this could help them convey meaning, share their own points of view and create a true learning environment; in other words, have a voice inside the classroom.

### Connecting it to LSLP

We began to develop this concept as part of our ongoing research with elementary school students. We find this

concept to be highly relevant for our research because the overlap in- and out-of-school literacies highlight the personal dimension of these literacies.

As LSLP expands its school literacies research into looking at literacies in Pre-K contexts, the notion of children's personal literacies will be instrumental for our future studies.

### Expanding Second Language Research

Giving a place to personal literacies in school helps give a voice to the students what is a fair action towards them, which in turn our school curricula since they not designed under the students' needs. The use of personal literacies could increase the students' motivation since students could find a relationship between those things that call their attention and those topics presented along the school curriculum. Also, the students could be visible in the curriculum, not as simple receptors of information but as those important helpers, in their same learning process.

### References

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