

Conceptualizing Authorship

Hook

Linguistic autonomy is the right of an individual to use their language and dialect in any given context. This includes verbal and written forms of language and a person's unique communication style. This freedom of expression is essential for maintaining linguistic diversity and promoting social justice, as it allows people to express themselves without fear of judgment or discrimination (Lankiewicz). It also allows for exploring and celebrating different cultures and exchanging ideas across cultural boundaries. The current educational model relies heavily on standard English as the primary language of instruction, often overlooking dialects used by minority populations. This can adversely affect students from these backgrounds, as their linguistic autonomy is not recognized or respected (Young). Furthermore, this model fails to recognize the power and diversity that comes from different forms of communication. Rather than celebrating each individual's different styles and linguistic features in the classroom, such nuances are often viewed as "incorrect" or "inappropriate" by educational institutions. As a result, students can be made to feel like they must conform in order to find success within this system. Students have the right to their own language and literacy practices in an educational setting, and the power to decide what is acceptable should not be dictated by institutions or individuals who do not understand their linguistic autonomy.

Evidence

Body Paragraphs

Students have the right to their own language and literacy practices in an educational setting. This includes the freedom to use their native language or dialect and any other

communication style they find comfortable. Everyone should be allowed to express themselves without fear of judgment or discrimination, including recognizing and celebrating all students' linguistic autonomy. Acceptable language and literacy practices vary depending on the context. In general, any form of communication that conveys meaning clearly and respectfully should be considered acceptable (Young). Respecting the individual's linguistic autonomy and recognizing their unique communication style is essential. This includes embracing different dialects and recognizing the power and diversity of different forms of communication. The power to decide what language or linguistic practices are acceptable should not be left up to institutions or individuals who do not understand the individual's linguistic autonomy. Instead, it should be based on respect for an individual's right to express themselves without fear of judgment or discrimination. Moreover, any language or linguistic practices that convey meaning clearly and respectfully should be considered acceptable.

The current educational model often overlooks dialects used by minority populations, making it difficult for students to maintain linguistic autonomy. This can negatively affect students from these backgrounds, as their linguistic autonomy is not recognized or respected. Additionally, the emphasis on standard English in an educational setting can lead to feelings of exclusion and inadequacy for those uncomfortable expressing themselves in that language. Unfortunately, not all students have the same advantages when entering school or college. Students from minority groups are often disadvantaged because their dialects and language are not recognized or respected in an educational setting. This can lead to feelings of exclusion and inadequacy as they are expected to conform to the language of standard English (Williams). Additionally, these students may lack access to resources or support to help them transition into a new educational system. As such, institutions and individuals need to recognize and celebrate the

linguistic autonomy of all students, regardless of the language used or familiarity with the system. This can help create a more inclusive environment for heroes, rebels, and victims to be seen in literacy narratives. Therefore, creating a more inclusive environment for heroes, rebels, and victims to be seen in literacy narratives is essential. This can be done by recognizing and celebrating the linguistic autonomy of all students, regardless of the language used or familiarity with the system. Additionally, teachers must strive to create a safe space where all students are able to express themselves without fear of judgment or discrimination.

The reasons why some students become the heroes of their literacy narratives while others are rebels and victims can vary. Generally speaking, those who can embrace their linguistic autonomy are more likely to become the heroes of their literacy narratives. This includes using their native language or dialect and any other style of communication they find comfortable. The impact of societal expectations and biases can also play a role in who becomes the heroes of their literacy narratives. While everyone has the potential to become a hero, those who are from underprivileged backgrounds or are part of minority communities may find themselves facing greater obstacles than their peers. Educational privilege can play a significant role in academic success. Those from privileged backgrounds may have access to more resources and better support systems to help them succeed academically (Williams). These students may be able to attend higher-ranking schools, which could give them an edge over other students. They may also have access to tutors or mentors to help them develop the skills and knowledge they need to succeed in school. On the other hand, those from underprivileged backgrounds may not have access to these same resources or support systems. As a result, they may find themselves at a disadvantage regarding academic success. By recognizing and addressing the disparities between privileged and underprivileged students, institutions can ensure that all students have

the same opportunity to succeed in educational settings. This means providing resources and support systems to all students, regardless of their backgrounds, so that no student is left behind. Additionally, institutions need to recognize and provide accommodations for differences in language and dialects used by different students. By doing so, institutions can create a more equitable and inclusive learning environment that celebrates and allows students to reach their literacy potential. Ultimately, educational privilege can play a large role in academic success, and institutions must strive to ensure that all students have equal access to the resources they need to succeed.

Societal biases can lead to these students being judged differently for using non-standard language or dialects or unfamiliar with the dominant educational system. As a result, these students may be more likely to become rebels and victims in their literacy narratives, as they are not given the same opportunities or resources as those from privileged backgrounds. Institutions must recognize this bias and work to create an inclusive environment that celebrates diversity and allows all students to reach their literacy potential. By creating an inclusive environment, we can ensure that all students have the opportunity to be seen as heroes in their literacy narratives (Young). As such, institutions and individuals need to recognize and celebrate the linguistic autonomy of all students, regardless of the language used or familiarity with the system. This can help create a more inclusive environment for heroes, rebels, and victims to be seen in literacy narratives. Ultimately, all students should have equal opportunities to succeed in educational settings, regardless of the language they use or their familiarity with the system. By recognizing and celebrating the linguistic autonomy of all students, we can create a more inclusive environment that allows for heroes, rebels, and victims to be seen in literacy narratives.

Students possess the autonomy to their own language and literacy practices in an educational world. They should not be subject to dictation from institutions or those who lack knowledge of this fundamental right. Educational privilege can play a large role in academic success, and institutions must strive to ensure that all students have equal access to the resources they need to succeed. Additionally, societal biases can make some students more likely to become rebels and victims in their literacy narratives due to being judged differently for using non-standard language or dialects or being unfamiliar with the dominant educational system. Institutions must recognize this bias and work to create an inclusive environment that celebrates diversity and allows all students to reach their literacy potential. Institutions can create an environment of acceptance and applaud the linguistic independence of all students, regardless of their language or prior knowledge. This way, everyone has a fair chance to become the protagonists in their literacy story.



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Works Cited

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