Family Literacy Practices Surrounding Homework

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ABSTRACT

Examining authentic literacy practices regarding homework in three demographically different family groups was the focus of this study. Parents of school age children identified as living in subsidized housing, parents of school age children working in a university teacher education program and parents of school age children who spoke a language other than English, the language of their school instruction were interviewed for the study. Implications of the study encourage teachers to be conscious of the importance of homework as a tool for providing meaningful activity, communicating information to the home about the classroom curriculum and mainstream practices. Teachers are encouraged to see the bi-directional potential of homework as an opportunity for teachers to learn about family practices through the returned homework.

KEYWORDS

Family diversity, family literacy practices, siblings, school-home communications, language diversity

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REFBACKS

There are currently no refbacks.