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# *Writer's Statement for "With Love, For Love, Through Love': A Literacy Confession of a Middle Eastern Writer"*

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The field of literacy has always held such fascination when it came to how I view it. One of the most influential papers I've ever read is called "Bicultural Literacy Curriculum" by Yer J. Thao. It described literacy as belonging to the umbrella term of cultural empowerment and nothing has ever clicked more with me. So, when Professor Lambert introduced the literacy narrative assignment in class, my eyes practically lit up.

One of the readings we were assigned to read was called "Chinks in My Armor: Reclaiming One's Voice" by Julie Wan (originally published in [Stylus 9.1](#)) that talked about code meshing between English and Mandarin as a primary mean of communication. My Chinese best friend, Daisy, was inspired and couldn't wait to start her own narrative. And while I, on the other hand, loved that piece, it didn't quite give me the same jumpstart as it did my friend. This is where Thao's cultural empowerment came into play and I decided to expand the audience from just Professor Lambert to every passing person with an Arabic background, in hopes that my narrative would inspire somebody the same way Daisy was inspired by Wan's. Once a text infuses our cultural values, we automatically form a relation to it, and it's a chain reaction from there. Our stories are bound to inspire someone to share their own story and so on. This is an invite to share the stage and bridge the gaps between our cultures. Even in my first draft (which was no where close to the end product), I experienced a sense of liberation as well as independence. It was the product of introducing new stories that have never been heard and expanding my configurations of worldview as I went.

With that being said, this all sounded great in my head, but I wasn't too sure about putting my story out there like that. A constant struggle of what wording to use, or whether I shared too much or maybe too little sporadically interlined my writing process. Professor Lambert was definitely the glue that brought this entire piece together, and if she wasn't as excited and insightful as she was, I wouldn't have found it in me to complete this piece.

I hope this paper infused our Arabic values and principles in a way that opens the door for biculturals to better integrate with the dominant culture here and develop a sense of identity through learning that goes far beyond the borders and hurdles they crossed to get here.