

Simple Ways to Include Inclusive Grammar in Your Lesson Plans



9-12

To help develop your own lessons and build upon topics discussing linguistic inclusivity and dialect diversity check out this template for research and ideas!

Topic	Research	Classroom Implementation
Creating Inclusive Classrooms	<p><u>Dena Simmons’ TED Talk “How students of color confront imposter syndrome”</u></p> <ul style="list-style-type: none">From personal experience, Dena Simmons (2016) describes her experience with imposter syndrome in classrooms where her Blackness and dialect were not accepted. She recognized that to be respected and listened to by people in power she must regulate her speech and actions. <p>Farahnaz Faez’s “Points of Departure: Developing the Knowledge Base of ESL and FSL Teachers for K-12 Programs in Canada” <u>Faez – 2011 - Points of Departure Developing the Knowledge Base.pdf</u></p> <ul style="list-style-type: none">Teachers must be aware of the experience and cultures of their students to be able to communicate and connect their teaching to their students’ languages and experiences (Faez, 2011).	<p><u>Seeing Myself in Books:</u> To create an inclusive classroom, consider using books that represent a variety of cultures, dialects, and races for all students to be able to identify with a character and/or their experiences</p> <ul style="list-style-type: none">When looking for sample passages, read alouds, or books for your classroom bookshelf use diverse, representative literature that introduces students to a variety of cultures, dialects, and racesUse our book list, the references attached to our booklist, or the Netflix show Bookmarks to get started



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Why talk about grammar?	<p>David Mulroy’s “Reflections on Grammar’s Demise” <u>reflections on grammar’s demise.pdf</u></p> <ul style="list-style-type: none">Without the knowledge of grammar, students guess at the meaning of writings and struggle comprehending complex texts. Since the NCTE established a position opposing grammar-teaching, the number of students enrolled in higher education foreign language classes has decreased (Mulroy, 2004). <p>Martha Kolln’s “The story of English grammar in United States Schools” <u>history of english grammar.pdf</u></p> <ul style="list-style-type: none">Beginning in 1954, Kolln (2005) describes the trajectory of grammar instruction in relation to influential thinkers, textbook writers, and policies. <p>Xavier Fontich’s “Towards a rationale for research into grammar teaching in schools” <u>Fontich and Camps - 2014 - Towards a rationale for research into grammar teac.pdf</u></p> <ul style="list-style-type: none">Fontich (2014) sets the foundations for understanding how grammar has been taught, influenced and thought about to address the question why teach grammar. Classroom approaches to grammar are also discussed because Fontich sees the problem to be in the relationship between the teaching activities, the learning activities, and the teaching and learning content.	<p><u>Why Grammar</u> Engage students in open conversation about why we need to talk about grammar (punctuation, spelling, verb tenses etc.) to introduce students to the idea of inclusivity in grammar</p> <ul style="list-style-type: none">Grammar is often only talked about in isolation in English class or it’s not talked about at allAsk students to share their experiences with learning or not learning grammarShare with students how grammar differs depending on language and on dialect (use our provided resources for more information)Invite students to make a list of grammar rules they knowHave students research one rule in a dialect aside from Standard English and share with the class



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The Power of Standard English	<p><u>Anna Babel’s TED Talk “Who counts as a speaker of a language?”</u></p> <ul style="list-style-type: none">Social categories, languages, and people’s assumptions impact the lives of multilingual students. If people are not aware of their biases related to language and social categories, multilingual students will continue to be judged on their ability to use Standard English and are more likely to be racially profiled. This has implications in areas such as college admissions and job interviews (Babel, 2020). <p><u>Patricia Ryan’s TED Talk “Don’t insist on English!”</u></p> <ul style="list-style-type: none">English classes and teachers have become gatekeepers to higher education and the advancement of knowledge. When we equate intelligence with English we diminish the possibility of new ideas because each language possesses the ability to express concepts differently. The purpose is not to discourage people from speaking English, but from emphasizing it at the expense of other languages (Ryan, 2011). <p>Alison Sealey’s “Teaching Primary School Children about the English Language: A Critique of Current Policy Documents” <u>Sealey – 1999 - Teaching Primary School Children about the English.pdf</u></p> <ul style="list-style-type: none">Despite policy’s attempts to institute Standard English as the main dialect to be taught and used in schools, the social and political meanings that are attached to each dialect make it unlikely that only one dialect will win. The article questions the interactions, power, and social resources found in the texts students are presented and the language they are taught to use when writing or writing for an audience (Sealey, 1999).	<p><u>Let’s Talk</u> Engage students in a conversation about the concept of language and words having power</p> <ul style="list-style-type: none">In pairs have students share a time when someone judged them based on what they saidHave students find a passage with dialogue from a book and reflect on their own judgments and evaluations of the character based on the way the character speaksDiscuss how the language we use determines how other people view us<ul style="list-style-type: none">What aspects of your identity are shown through the way you speak? (Eg. <i>think about how where you live might give you an accent or you might say pop while others say soda</i>)What are the benefits of having different dialects?