Glossary

African American Vernacular English (AAVE)

- "rule based linguistic system that includes features of West African languages and has roots as deep and grammatically consistent as Scottish, Irish, and other world Englishes" *(Baker-Bell, 2020)*
- "not acknowledged as a language and gets treated as linguistically, morally, and intellectually inferior" *(Baker-Bell, 2020)*

Baker-Bell, A. (2020). *We Been Knowin: Toward an Antiracist Language & Literacy Education. 16*(1), 12.

Code Meshing

- "a rhetorical choice that allows the speaker/writer to self-consciously and un-self-consciously blend their accent, dialect, and linguistic patterns as they are influenced by a host of folks, environments, and media, including momma, family, school, community, peer groups, reading material, academic study" *(Green 2006)*
- "the purpose is to present an alternative vision of language to teachers, one that offers the 'disempowered' a more egalitarian path into Standard English, a route that integrates academic English with their own dialects (and that simultaneously seeks to end discrimination" *(Green 2006)*

Green, N.-A. S. (2016). The Re-Education of Neisha-Anne S Green: A Close Look at the Damaging Effects of "A Standard Approach,", the Benefits of Code-Meshing, and the Role Allies Play in this Work. *American University, 14*(1).

Code Switching

- "changing between two or more dialects in response to the situation and audience" *(Green 2006)*
- "often practiced by people of color, particularly in the Latinx and Black communities, to assimilate because their culture is considered inferior and suffer from discrimination; creates tension between self-expression and social acceptance" *(Gaines 2020)*

Gaines, A. (2020, October 29). *How code-switching causes more harm than good.* Medium. Retrieved July 5, 2022, from https://aninjusticemag.com/how-code-switching-causes-more-harm-than-good-18ede1a57ba0
Green, N.-A. S. (2016). The Re-Education of Neisha-Anne S Green: A Close Look at the Damaging Effects of "A Standard Approach,", the Benefits of Code-Meshing, and the Role Allies Play in this Work. *American University, 14*(1).

Dialect

- "a variety of a language used by some definable group whose linguistic habit patterns both reflect and are determined by shared regional, social, or cultural perspectives that is written or spoken" *("Students' Rights to Their Own Language)*
- "user of a specific dialect employs the phonological, lexical, and syntactic patterns and variations of the given 'community'" *("Students' Rights to Their Own Language)*
- "most speakers consciously or unconsciously use more than one dialect" *("Students' Rights to Their Own Language)*
- "developed in response to many kinds of communication needs" *("Students' Rights to Their Own Language)*
- "differences in dialects derive from events in the history of communities using the language not from supposed differences in intelligence or physiology" *("Students' Rights to Their Own Language)*
- "preference for one form over another is not based on meaning or even 'exactness' of expression, but depends on social attitudes and cultural norms" *("Students' Rights to Their Own Language)*
- "the surface features are recognized as signs of social status" *("Students' Rights to Their Own Language)*

Conference on College Composition and Communication. (n.d.). *Students' Right to Their Own Language* [Personal communication].

Identity

- "integration of language with identity and social status" *(Sealey 1999)*
- "both student teachers and pupils have very often assimilated enough of the popular censoriousness about 'grammar' and nonstandard English to feel very sensitive about their own ways of talking and unconfident about their knowledge of grammar and Standard English" *(Sealey 1999)*
- "a critical perspective on language in use suggests that an understanding of these relationships is integral to understanding language: lexis and syntax are the means by which social meanings are realized, and are thus inseparable from the texts they comprise, from the genres the texts represent, from the social — and political — purposes served by the texts which people bring into being" *(Sealey 1999)*

Sealey, A. (1999). Teaching Primary School Children about the English Language: A Critique of Current Policy Documents. *Language Awareness, 8*(2), 84–97. https://doi.org/10.1080/09658419908667120

Inclusivity

- "The "Guidelines for Inclusion" UNESCO defines inclusion as a process by referring to various aspects: 'Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children'" *(Bishaw 2012).*
- "Teachers need to be knowledgeable and aware of their culture and the culture of their students to adapt their teaching practices to create a classroom that challenges and supports students" *(Wadsworth 1992)*

Sealey, A. (1999). Teaching Primary School Children about the English Language: A Critique of Current Policy Documents. *Language Awareness, 8*(2), 84–97. https://doi.org/10.1080/09658419908667120

Linguistic Diversity

- "consists of a series of approximations, simplifications, and other negotiated differences; words in American English did not arise as isolated examples but as part of a rich and diverse communicative context" *(Bailey 2004)*
- "even within English speaking communities, there was diversity to be heard based on origin and social class" *(Bailey 2004)*
- "Includes how languages are acquired, language pedagogy, individual and societal impacts of bi/multilingualism, policy and political issues, and language maintenance, revitalization and loss" *(McCarty & Chen 2014)*

Bailey, R. W. (2004). *Language in the USA: Themes for the Twenty-first Century* (E. Finegan & J. R. Rickford, Eds.). Cambridge University Press.
McCarty, T., & Chen, R. (2014). *Linguistic diversity.* obo. Retrieved July 5, 2022, from https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0116.xml

Non-Standard English

- "languages that do not follow the rules of Standard English *(Godley et al. 2007)*
- "often considered appropriate only in informal, social contexts and no appropriate in schools" *(Godley et al. 2007)*

Godley, A. J., Carpenter, B. D., & Werner, C. A. (2007). "I'll speak in proper slang": Language ideologies in a daily editing activity. *Reading Research Quarterly, 42*(1), 100–131. https://doi.org/10.1598/RRQ.42.1.4

Standard English

- "the dialect of English that has been most codified and is promoted as a national variety of English in both spoken and written forms" *(Clark 2019)*
- "refers to the oral and written dialects of English privileged in the US academic, civic, and professional institutions and the mainstream media" *(Godley et al. 2007)*
- "written Standard English is a subset of Standard English that is considered appropriate for most academic, professional, and public writing highlights the specific grammatical features and conventions that are unique to written as opposed to spoken SE" *(Godley et al. 2007)*

lark, U. (2019). *Developing Language and Literacy in English across the Secondary School Curriculum: An Inclusive Approach.* Springer International Publishing. https://doi.org/10.1007/978-3-319-93239-2
Godley, A. J., Carpenter, B. D., & Werner, C. A. (2007). "I'll speak in proper slang": Language ideologies in a daily editing activity. *Reading Research Quarterly, 42*(1), 100–131. https://doi.org/10.1598/RRQ.42.1.4

Tone

- "reflects the writer's attitude toward the subject matter or audience of a literary work" (*Tone - examples and definition of tone in literature* 2022)
- "created through the author's literary choices that creates a relationship with the reader that influences the intention and meaning of the written work" *(Tone - examples and definition of tone in literature 2022)*

Tone - examples and definition of tone in literature. Literary Devices. (2022, January 28). Retrieved July 5, 2022, from https://literarydevices.net/tone/