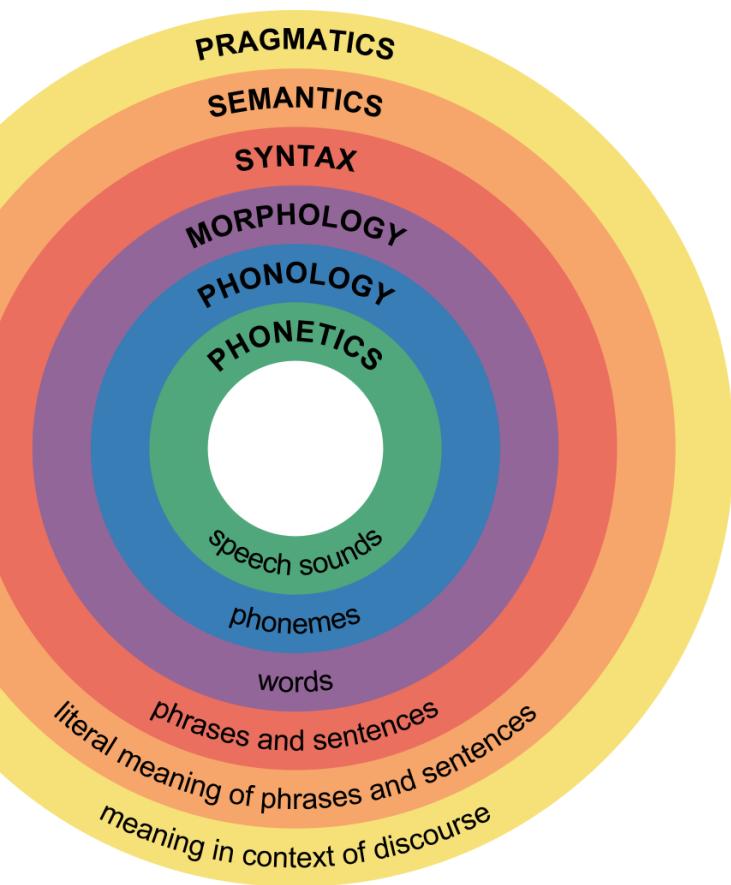


Why All Language is Good!

Growing Cross Cultural Communication Skills

All language is good! Languages are not inherently bad, improper, wrong, or incorrect. When we fail to use the variance of language the messages unintentionally send is that we value only academic/standard language. All linguistic forms are ruled by pattern. The range of these rules covers all dimensions of language-phonics, morphemes, syntax, semantics, pragmatics, and discourse.

Linguistic competence: Tone, the volume of voice, and nonverbal gestures are influenced by culture. How you internalize communication is your culture. In schools, the academic/standard registers of language are most commonly communicated in both oral and written forms.



Areas framing linguistic competence:

Sociolinguistic competence: The ability to use language with fluidity in relation to social factors such as ethnicity, demographic regions, class, age, gender, and occupational dialect. Students and teachers with this competence can switch from academic/formal to consultative, casual, and intimate registers. Language is fluid- know your audience.

Discourse competence: The ability to use words and combine them to create cohesion in stories and conversations.

Grammatical competence: The ability to use words and rules correctly.

Strategic competence: The ability to recognize one's knowledge of the language and to develop skills to communicate effectively in a particular context or situation.

Implementing Linguistic Competence Strategy

Contrastive Analysis, Social Language Switching



Social language switching occurs when "students learn to choose the language style to fit the context—to fit the time, place, audience, and communicative purpose" (Weaver and Bush 242).

Language varies based on given situations and environments and to be fluent in this practice is a global advantage a term coined "social chameleon" by Dr. Christopher Emdin, Teachers College, Columbia University. Instead of requiring students to drop their way of speaking, encourage them to use language switching. This method allows students' to retain their home languages while teaching them to switch to academic/standard registers (school language) whenever necessary.

When I Was ...



Language is fluid and changing; especially language our students use in social media and pop culture. When you think about it, each year we get older but our students remain in the same age range. *Reflect:* How often are you modeling social language switching?

I do: Model "retelling" by retelling a narrative with words you used when you were 14 or a second language.

We do: Students first listen to a selection presented in the target age language. Then they collaborate using their home/age languages to retell the story or piece of the text.

They do: Ask volunteer student's retelling to record so that it can be compared and contrasted with the language of the text.