

Students who speak languages and dialects other than “Standard American English” are often penalized for their language and expected or required to code-switch. A statement about linguistic diversity can be helpful to clarify your expectations and approach to combating linguistic racism and celebrating linguistic diversity.

Sarah Eckert, Eastern University

Diverse languages and dialects outside of Standard American English are welcome in this classroom. We will listen patiently, work to understand one another, seek out clarification when necessary.

Language adapted from Savini (2021):

<https://www.insidehighered.com/advice/2021/01/27/How-professors-can-and-should-combat-linguistic-prejudice-their-classes-opinion>

Leigh Forbes, Gannon University

The United States was first inhabited by people who spoke many different Indigenous languages. Colonization resulted in the extinction of many Indigenous peoples and their languages as colonizers and their languages dominated. Today, the Erie region continues to receive immigrants from around the globe and linguistic diversity continues to increase. As educators, we must value linguistic diversity and recognize language as a vital aspect of each of our personal and cultural identities.

The US has always been multilingual and, for many, language diversity intersects with other aspects of identity, like race or nationality, and is equally important. In addition, as noted by scholars as far back as 1972, any “claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another” (Conference on College Composition and Communication, p. 1). With this in mind, I will integrate materials and pedagogical approaches that reflect diverse linguistic and cultural backgrounds.

To accommodate linguistically diverse learners, I will provide accommodations and adaptations to support learners with different language needs by offering multilingual resources, providing clear instructions, and promoting opportunities for peer collaboration and discussion. During class, I will provide opportunities to strengthen your ability to be a critical user of academic language while also honoring your home and street language codes.

Rochelle Peterson-Ansari, LaSalle University

I welcome use of diverse languages and dialects in verbal and informal written communication. However, I expect accurate spelling and grammar since they are tools for clear written communication. I strongly encourage you to use the University Writing Center or a proofreader.

Teresa Powell, Lincoln University

Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one

another, seek out clarification when necessary and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so.

Michelle Sobolak, University of Pittsburgh

In this course we will speak about dialect and language diversity. In accordance with the course expectations for respect for your students who speak languages other than or in addition to English and/or who use dialects outside of dominant American English (as we all do at times), we also will show respect for the language diversity of each other. Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one another, seek out clarification when necessary and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so.

Beth Sockman, East Stroudsburg University

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