- Teaching explicitly about widespread dialects in the United States or within students' communities
- Holding student-centered discussions about the relationship among language, power, and language ideologies
- Asking students to research language use in their own lives

Figure 9.12 illustrates how teachers support their students to "translate, change, and code-switch" from one variety of English to another and add standard English to their existing linguistic repertoires (Wheeler and Swords 2010, 17).

Figure 9.12. New Ways of Talking About Language

Instead of	Try this
Thinking in terms of • proper or improper • good or bad	**See language as** • appropriate or inappropriate • effective or ineffective in a specific setting
Talking about grammar as • right or wrong • correct or incorrect	**Talk about grammar as** • patterns • how language varies by setting and situation
Thinking that students • make mistakes or errors • have problems with plurals, possessives, tense, etc. • "left off" an -s, -'s, -ed	**See students as** • following the language patterns of their home language or home varieties of English • using grammatical patterns or vocabulary that is different from Standard English
Saying to students • "should be," "are supposed to," "need to correct"	**Invite students** • to *code-switch* (choose the type of language appropriate for the setting and situation)
Red notes in the margin • correcting students' language	**Lead students to** • compare and contrast language • build on existing knowledge and add new language (Standard English) • understand how to code switch appropriately
Source Adapted from Wheeler, Rebecca S., and Rachel Swords. 2010. *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers,* 17. Portsmouth, NH: Heinemann	

A growing number of efforts to implement culturally and linguistically informed instructional approaches have shown that all students, including SELs and ELs, improve academically when they develop explicit awareness of the social and grammatical expectations for language use (LeMoine 1999; Spycher, 2013; Sweetland 2006; Taylor 1991; Wheeler and Swords 2004, 2006). However, more work in this area is needed to ensure teachers are supported to implement and sustain innovative pedagogy.