Soleado

Sociogrammar: An Ethical Approach to Teaching Grammar

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What is Sociogrammar?

If you're a language teacher or consider yourself a 'language nerd,' I'm going to bet that you love grammar. But even if you don't love grammar yet, you might come to love it after reading about *sociogrammar*. Sociogrammar is an approach to teaching grammar that delves into grammatical structures while celebrating linguistic diversity and uncovering the sociopolitical factors that determine which languages, dialects, and grammatical structures are deemed

and Spanish and the versions that we're taught are 'correct'. The rules associated with the 'correct' version are called *prescriptive grammar rules* because this language usage is prescribed to us.

While prescriptive grammar rules are still taught in schools and often go unquestioned, linguistic research has demonstrated that the 'correct' versions (on the right) are not linguistically superior. Consider example

Table 1. Examples of common prescriptive grammar rules

Ex.	'Prescriptively incorrect' usages	The prescribed version
1	Jane and me went swimming.	Jane and I went swimming.
2	This is between you and I.	This is between you and me.
3	I can't get no satisfaction.	I can't get any satisfaction.
4	*Dijistes eso.* 'You said that.'	*Dijiste eso.* 'You said that.'
5	*Habían muchos estudiantes.* 'There were many students.'	*Había muchos estudiantes.* 'There was many students.'

prestigious and which are denigrated in our society. This approach involves (1) eschewing a prescriptivist view of grammar and adopting a descriptivist view instead, and (2) teaching students about the sociopolitical factors that determine which forms are deemed prestigious and which are denigrated.

Prescriptive vs. Descriptive Grammar

Were you ever told that certain things you said were 'wrong'? Table 1 presents some examples from English

#1. The rationale for saying *Jane and I went swimming* rather than *Jane and me went swimming* is that we are 'supposed' to use subject pronouns for grammatical subjects. *I* is a subject pronoun and *me* is an object pronoun. Also, [*Jane and me*] is a conjoined noun phrase, and in example #1 this conjoined noun phrase is the grammatical subject of *went swimming*. Yet, English speakers commonly treat pronouns in conjoined noun phrases differently than pronouns that occur alone. Many English speakers say *and I* regardless of whether *and I* is the grammatical subject of a sentence. This is illustrated by example #2. We often hear things like, *this is between Gabriel and I* even though in this context the conjoined noun phrase [*Gabriel and I*] is not a grammatical subject but instead is the object of the preposition *between*.

Fomentando la inclusión lingüística: Estrategias para apoyar a los estudiantes indígenas de América Latina en las escuelas K-12

por Esmeralda Cartagena Collazo—Candidata a Doctorado, Texas Woman's University, TX

En los últimos años, ha aumentado el número de estudiantes indígenas de países de América Latina que llegan a nuestras escuelas. Estos estudiantes traen consigo una riqueza cultural y lingüística que muchas veces pasa desapercibida. Es común que, al llegar a las escuelas y distritos escolares, se asume que estos estudiantes hablan español como lengua materna, cuando en realidad, muchos de ellos hablan una lengua indígena como primer idioma.

Reconocer y valorar las lenguas indígenas no solo es una cuestión de justicia social y cultural, sino que también tiene un impacto significativo en el rendimiento académico y el bienestar emocional de los estudiantes. Cuando los estudiantes sienten que su identidad y cultura son respetadas y valoradas, se muestran más motivados y comprometidos con su aprendizaje. Por otro lado, ignorar estas lenguas puede llevar a la pérdida de un patrimonio cultural invaluable y a la alienación de los estudiantes, afectando negativamente su autoestima y su integración en el entorno escolar.

Contexto y diversidad lingüística

América Latina es una región rica en diversidad lingüística—hogar de una multitud de lenguas indígenas que han sobrevivido a lo largo de los siglos a pesar de la colonización y la globalización (Kovatz Sanchez, 2018; Pentón Herrera, 2018). Cada país latinoamericano alberga una variedad de idiomas que reflejan la vasta herencia cultural de sus pueblos originarios. Las lenguas indígenas no solo representan medios de comunicación, sino que también son portadoras de vastos conocimientos, tradiciones, cosmovisiones y prácticas culturales. Cada idioma es un reflejo de la identidad y la cultura de sus hablantes (Batz, 2014; Mesinas & Perez, 2016).

A pesar de los esfuerzos de los gobiernos y diversas organizaciones para proteger las lenguas indígenas, muchas de estas lenguas están en peligro de extinción. La desaparición de estas lenguas representa una pérdida irreparable del conocimiento cognitivo y cultural que contienen, incluyendo sus enfoques para resolver problemas, valores tradicionales, experiencias vividas, y modos de vida. La marginación histórica y la discriminación continúan siendo barreras significativas para la preservación y revitalización de estos idiomas.

Las lenguas indígenas en los Estados Unidos

Muchos estudiantes indígenas de América Latina son multilingües, hablando una de las 560 lenguas indígenas además del español y el inglés (World Bank, 2019). En los últimos años ha habido un aumento en el número de estos estudiantes en las aulas de Estados Unidos (Pentón Herrera, 2021), pero este incremento a menudo se pasa por alto, subrayando la necesidad de reconocimiento y apoyo. Sin embargo, los entornos educativos en EE. UU. no están adecuadamente preparados para apoyarlos, y existe una notable escasez de recursos centrados en estas poblaciones indígenas (Barillas Chón, 2022; López & Irizarry, 2019). Como resultado, estos estudiantes enfrentan barreras significativas en el acceso a una educación de calidad que reconozca y valore sus lenguas y culturas, dificultando su integración y éxito académico.

Uno de los principales desafíos es la barrera lingüística, ya que muchos de estos estudiantes llegan con un conocimiento limitado o nulo del idioma predominante (Pentón Herrera, 2018). La falta de apoyo adecuado puede llevar a sentimientos de aislamiento y frustración, afectando su autoestima y motivación para aprender. Además, los recursos educativos suelen estar disponibles sólo en el idioma dominante, agravando las dificultades de aprendizaje y perpetuando la desigualdad educativa. La pérdida de la lengua indígena tiene un profundo impacto cultural y emocional (Mesinas & Perez, 2016; Pentón Herrera, 2019). Cuando permitimos que los estudiantes abandonen su lengua materna en favor del idioma dominante podemos causar una desconexión de su cultura y herencia (Pentón Herrera, 2019, 2021), disminuyendo su rendimiento académico y bienestar emocional. Es crucial que las escuelas adopten medidas para preservar y fomentar las lenguas indígenas, no sólo como un acto de justicia cultural, sino también

para apoyar el desarrollo integral y el éxito académico de los estudiantes indígenas.

Estrategias pedagógicas

Proveer apoyo lingüístico y cultural ayuda a los estudiantes a mantener una conexión vital con su identidad y herencia, promoviendo un ambiente de aprendizaje inclusivo y respetuoso. Incorporar elementos de las lenguas y culturas indígenas en las prácticas pedagógicas fomenta un sentido de pertenencia y empoderamiento en los estudiantes, además de enriquecer la experiencia educativa para todos. Es esencial que los maestros se informen sobre las lenguas indígenas presentes en sus aulas y adopten enfoques que valoren y respeten esta diversidad lingüística.

Adoptar una pedagogía culturalmente relevante (CRP) es esencial para apoyar y valorar efectivamente a los estudiantes indígenas de América Latina (Ladson-Billings, 1995). La CRP conecta el contenido curricular con las experiencias de vida y las culturas de los estudiantes, ayudando a los maestros a adaptar sus estrategias de enseñanza para reflejar y respetar estas culturas. Además, implementar el *translenguaje* permite a los estudiantes utilizar todas sus habilidades lingüísticas para aprender y comunicarse de manera más efectiva (García, 2009a; García et al., 2017). Esta práctica no solo apoya el desarrollo de la competencia bilingüe o multilingüe, sino que también valida y respeta las identidades lingüísticas de los estudiantes, ayudándolos a mantener y desarrollar sus lenguas indígenas mientras aprenden nuevas lenguas (García, 2009b).

Las estrategias a continuación están diseñadas para fortalecer la identidad cultural de los estudiantes, mejorar sus habilidades lingüísticas y fomentar una comunidad escolar diversa y acogedora.

◊ **Etiquete las paredes y los objetos en los idiomas que hablan los estudiantes.** Al colocar etiquetas en la sala de clases en los idiomas hablados por los estudiantes indígenas, se crea un entorno de aprendizaje inclusivo y culturalmente rico (Figura 1).

◊ **Invite a los padres de estudiantes indígenas al salón de clases.** Involucrar a los padres es fundamental ya que fomenta un sentido de comunidad, sino que también permite a los

Figura 1: Ejemplo de etiqueta multilingüe para un entorno de aprendizaje inclusivo

lápiz
pencil
che' tz'ib'ab'äl
yanakillimsa
tekonali

ventana
window
ilb'äl
tuku
tlanexilotl
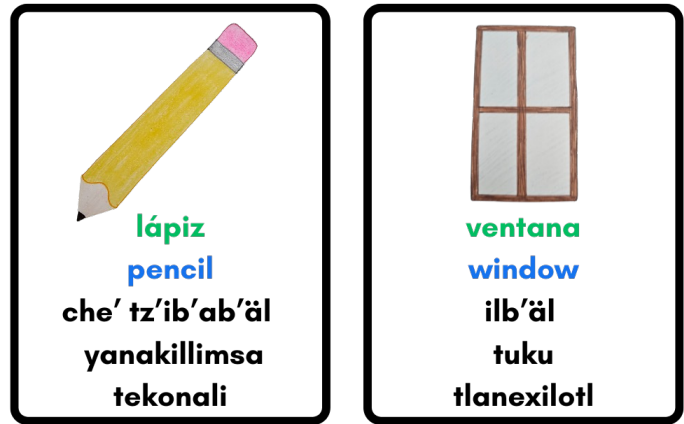
padres compartir sus conocimientos y su idioma con la clase, promoviendo la transmisión intergeneracional del idioma.

◊ **Permite que los estudiantes lean en los idiomas que hablan o pueden hablar.** Esto promueve la alfabetización y una fuerte conexión con su herencia cultural. Además, ayuda a reconocer el valor de su diversidad lingüística.

◊ **Brinde a los estudiantes espacio y tiempo para hablar con compañeros que hablan el mismo idioma.** De esta forma, fomentamos el desarrollo del lenguaje y fortalecemos los vínculos culturales dentro de la sala de clases.

◊ **Brinde a los estudiantes oportunidades para escribir historias en su idioma materno.** Escribir historias en sus idiomas nativos no solo apoya las habilidades lingüísticas, sino que también permite a los estudiantes expresarse creativamente mientras preservan sus narrativas culturales.

◊ **Permite que los estudiantes compartan artefactos que representan su cultura**. Los estudiantes pueden traer objetos significativos de su cultura y describirlos en su lengua materna. Esta actividad facilita una comprensión más profunda de las culturas y lenguas indígenas.

◊ **Aprende algunas palabras o frases en su lengua indígena.** Hacer el esfuerzo de aprender y utilizar palabras o frases de la lengua indígena de sus alumnos demuestra respeto y puede facilitar una mejor comunicación y comprensión.

◊ **Integre música y canciones indígenas.** Anime a los estudiantes a aprender e interpretar canciones en sus lenguas indígenas, fomentando una conexión profunda tanto con la lengua como con la cultura.

Creating Micro Dual Language Espacios in English-Only High School Classrooms

by AnnMarie Kraus—Social Studies Teacher 9-12, Romeoville High School, Romeoville, IL and Bianca T. Parra—ESL Teacher 9-12 Manteno High School, Manteno, IL
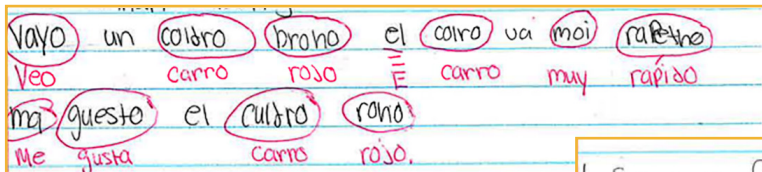
While the student population in most high schools in the United States is becoming more diverse, classroom instruction is typically only provided in English. Writing in high school classrooms is often an individual task from start to finish. How, then, do we ensure that multilingual students are given the tools to be academically successful and critically conscious? As high school teachers in Illinois, we propose the implementation of micro dual language spaces in the classroom in which students can use their full linguistic repertoire by cultivating collaboration centered on languaging and peer discussions (Espinoza and Ascenzi-Moreno, 2021). We demonstrate how biliteracy

The Spanish-language Dictado was created for an English speaker, while the English-language Dictado was for a newcomer Spanish speaker.

methods can be used in Grades 9-12 social studies and language arts classrooms.

Since both of our high schools have an English-only curriculum plan, it has been a challenge to offer appropriate support to our multilingual students, many of whom are newcomers with interrupted schooling and little experience with group work. Although our state is part of the WIDA consortium and has based its English language development standards on WIDA's Framework, those standards were not included in our schools' general education curriculum. We suggest that Literacy Squared's proposal "that transitions in bilingual and dual language programs should emphasize transitions to biliteracy rather than the more typical transitions to English" (Escamilla et al., 2014, p.vii) is applicable for both early literacy programs and secondary education. Furthermore, as educators who apply WIDA standards for language development, we see the importance of creating activities that engage students' abilities to read, write, listen, and speak,

as these skills are invaluable to students' agency, meaning-making, and well-being (Asecnzi-Moreno, 2024). In this article, we will describe the integration of the following strategies: theDictado, Shared Writing, and Diverse Poetry in student-centered, micro dual language translanguaging espacios.

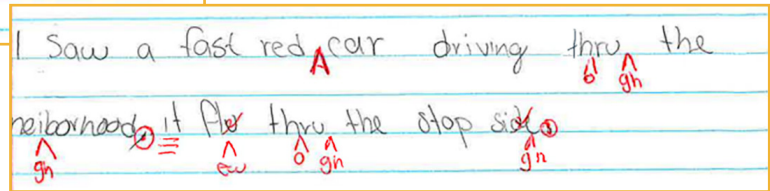## TheDictado

Implementing biliteracy methods in the high school classroom takes collaboration, communication, and a translanguaging perspective. We pioneered a curriculum guided by the WIDA standards and a Literacy Squared strategy called theDictado, a holistic and culturally relevant approach to language development that develops all four language domains: listening, speaking, reading, and writing, as

well as oracy. The teacher develops a few related sentences connected to a unit theme that highlight particular language issues. Those sentences are presented for dictation for an entire week. Each day the students write what they hear, then the teacher shares the correct form as students self-correct their paper. The teacher then leads a discussion on some of the sentences' language features, highlighting grammar/syntax, conventions, word choice, and similarities and differences between English and the students' home language. The expectation is that there would be fewer errors as the week goes on with repeated efforts and a better understanding of the language features. We worked with two students: one English monolingual and a Spanish-English bilingual. They agreed to meet during their advisory hour to strengthen both their language skills. We began the sessions by gathering information about the students to create a Dictado of interest to them. They were particularly concerned about silent letters in English and descriptors in Spanish. We developed

separate Dictados for each language and followed theDictado process as described in the book *Biliteracy from the Start: Literacy Squared in Action* (2014, p.61).

By creating the space in which both languages being learned were valued, the students were able to use all of their linguistic capabilities. The monolingual English-speaking student used her English phonetics to sound out *carro* and the next day made fewer errors. The recent arrival noticed that he misspelled words because they had silent letters, which Spanish does not have. The next day, he made only two mistakes, none of which were misspellings of words with silent letters. In debriefing with both students over the two days, we were able to engage in the content using multiple language domains.

Shared Writing

The Shared Writing activity had several working parts: partner work, individual work, and peer feedback. Since the writing process is rarely completed in one sitting, we wanted to promote authentic collaboration and peer feedback in our writing activities. Furthermore, having students work with a partner, or a small group, facilitated the idea of sharing and creating dialogue, thus incorporating all four language domains. We worked to create a translanguaging espacio where students were free to use both languages.

Introducing this strategy to our newcomer students in an English-only classroom had an immediate impact, but a few scaffolds were needed. Students needed to know their classroom was a safe espacio where they could be vulnerable, take chances, and make mistakes. This started with the teacher. Our translanguaging classroom espacio included posters, signs, and pictures in multiple languages and places (Espinoza and Ascenzi-Moreno, 2021). We wanted our students to connect their languaging with the classroom environment.

We encouraged the use of our students' full linguistic repertoire by modeling our own. The teacher began the social studies class by saying, "Buenos días, clase. Hoy estamos hablando de

los colonistas y King George". This greeting let students know that intentionally using both languages in certain contexts is perfectly okay. To encourage dialogue between students, we seated them in pairs or pods so that they knew their ideas were being heard. This interdisciplinary dialogue (Grapin, 2024) allowed us to meet students where they were and build on what they brought to the discussion. We knew that by strengthening their dialogue, we would strengthen their writing.

Once this espacio was set up, we used the CER writing strategy: students must respond to a question with a statement (Claim), cite supporting data and details (Evidence), and explain how or why the evidence supports the claim (Reasoning). During our Constitution unit, students were to answer the prompt question: *Should los colonistas break away del Rey George III y el British government?* The teacher began the activity by reviewing how to create a thesis statement. On the board, the teacher modeled what this would look like, starting with a contextualizing sentence. Then she reviewed how to write a stance or Claim sentence and how to support it with Evidence or Reasoning. After modeling the process, she released it to student pairs. The routine in the table below provided a scaffold for the students to follow.

Prompt Question: Should los colonistas break away del Rey George III y el British government?	
Model Thesis Statement by Teacher on Board	
Brain Dump Brainstorming Activity	Student pairs write out any terms they associate with the Revolutionary Era and share ideas with another group.
Background Sentence	Student pairs create an introductory sentence that contextualizes the relationship between the colonists and the British government.
Stance Sentence Los colonistas should break away… Los colonistas should not break away…	Students will discuss their stances and write out their answers to the prompt question using a sentence starter.
Reasoning/Evidence	Student pairs will work separately to create a sentence that discusses the reasons for their stance.
Peer Feedback	The student pair will reconnect and give feedback on the thesis statement.

In the earth science class, two additional strategies were employed because the newcomer students in this class had interrupted learning, were quiet, and struggled with group work (Espinosa & Ascenzi-Moreno, 2024 p. 188). The first, the Visual Essay, allowed students to explore and discuss a combination of text and images related to the question posed, thus developing oracy. Wall Talk

Adapting the SPC to Include Grammatical Features of Complex Text

by Christine Champie—Multilingual Education Program Manager, Educational Service District 105, WA

"Change brings opportunity". Nido Qubein

When I first began exploring the WIDA ELD Framework several years ago, I found that it outlined a rigorous continuum of academic language skills that extend across all disciplines and span all language domains. The Proficiency Level Descriptors (PLDs) describe typical ways multilingual learners might develop across six levels of English proficiency. Terminology woven throughout the document include terms like *cohesive devices*, *compound and complex sentences*, *conjunctions*, *demonstratives*, *genre-specific organizational patterns*, *collocations*, and the list goes on. The use of these terms reminded me that our educational community needs to become reacquainted with these terms and concepts and reflect on how we can teach them to our students, so they understand, are able to interpret their use in text, and produce them.

I have found that even the most obscure grammatical features can be taught with great clarity by using adapted versions of the Sentence Patterning Chart. This dynamic strategy, fondly referred to as the SPC, originates from the OCDE Project GLAD® model. The SPC helps students visualize and organize language structures while they engage in metalinguistics, increase conceptual clarity, develop vocabulary, and broaden their literacy skills. With its focus on parts of speech, the SPC makes abstract concepts like grammar and morphology more concrete by offering a blueprint that shows how parts of speech are organized in a sentence.

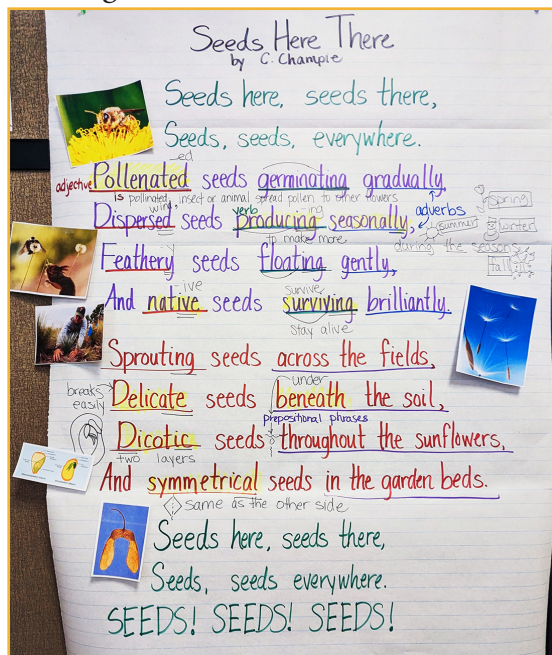The SPC engages students in brainstorming lists of words related to a unit of study by focusing on specific parts of speech. Like many other strategies in the OCDE Project GLAD® model, it is most effective because **it is not a stand-alone instructional strategy;** it is built upon disciplinary and academic concepts and supports the production and interpretation of written and spoken academic language. It acts as an instructional link between conceptual and linguistic learning of the first weeks of a thematic unit and literacy tasks that demand more control and precision typically found toward the end of a unit. While the SPC illustrates the sequential structure of a sentence, it begs the question: *How can we upgrade the SPC to meet the complex demands expressed in the CCSS ELA, WIDA ELD, and NGSS standards*?

A processed Here There Chant includes sketches, images, and explanations of vocabulary.

The well-known SPC is due for a remodel! Including additional parts of speech with greater detail helps students make new connections to more advanced grammatical structures and can be adapted to accommodate a wide range of linguistic functions and grammatical features from kindergarten to 12th grade.

Preparation

As mentioned, the SPC is not a stand-alone strategy; it can be integrated to enhance and create additional opportunities to build linguistic skills within commercial or prescribed curricula. After the first week or two of a unit, during which the linguistic seeds have been sown through multiple exposures to fundamental concepts and vocabulary, it is time for the SPC to make its appearance and bring greater clarity and depth to the students' new linguistic assets. The placement of the SPC within a GLAD® instructional sequence could appear this way: comprehensible input may be provided in the form of a Teacher-Made Big Book and a Pictorial Input Chart with processing, 10/2s (academic turn and talks), Learning Logs, an ELD Review, Chants

—continued from page 6—

(processed), and the SPC. The SPC will amplify the language of the unit, so intentionality with word choice and consistency of vocabulary used in the comprehensible input strategies and Chants are key.

Take for example a 2nd grade science unit built upon the NGSS physical science standards related to structures and properties of matter. Review the list of suggested standards-based terms and planned learning tasks. In most cases the terms listed are simple nouns, verbs, and adjectives. If we want to teach vocabulary in ways that prepare students to use them in a variety of contexts and purposes, we must show them how various derivations and forms of the key terms appear across the grammatical landscape. Thankfully, the SPC helps us do that! In preparation for the SPC, a Here There Chant is written by the teacher to intentionally embed key terms from the unit. Given the vocabulary related to this 2nd grade unit, a version of the Here There Chant might look like this:

Solids here, liquids there,
Solids and liquids everywhere.

Transparent solids melting rapidly
Opaque liquids pouring gradually
Crystalized solids fracturing often
And solvent liquids dissolving predictably

Mineralized solids within cell phones.
Melted liquids under the earth's surface.
Ancient solids across the mountain peaks.
And colorful liquids across a canvas.

Solids here, liquids there,
Solids and liquids everywhere.
SOLIDS and LIQUIDS!

Delivery

Students are seated close to where the SPC will be co-constructed on a large piece of butcher paper. The fully processed Here There Chant should be placed next to the SPC. Have seven columns drawn but don't label them. Each column will hold the list of words for each of the following parts of speech in this order: column #1 - *articles*, #2 - *adjectives*, #3 – *a plural noun*, #4 - *verbs*, #5- *adverbs*, #6 - *prepositional phrases*, #7– *conjunctions*. You will label each column with a different color marker as you introduce it.

Begin by introducing *one plural noun*, in this case either *solids* or *liquids,* given the nouns used in the Here There Chant. Remind the students what a noun is and write the noun in column #3. Then, move to the *verb* column (#4) and explain that the verbs should be in simple present form. Refer to the Chant and model the simple present form of those verbs. Later, you may want to generate a list in past or future tense. Next, cue students to draw upon their recent learning, background knowledge, or any other visible resource to brainstorm a list of verbs that go with the noun. Students turn to a partner and brainstorm a list. After a couple of minutes, bring the students back together and scribe the verbs that students share. Reread the verbs listed together with the students.

At this point, explain to students that a complete sentence is constructed of a *noun* (subject) and a *verb* (predicate) that express a complete thought. This structure is considered a simple sentence. Give them time to turn to their partner and brainstorm other simple sentences.

The SPC can be modified to teach students more complex sentence structures.

Next, move to column 2, *adjectives*. Remind students of the adjectives in the Chant and circle or underline any suffixes included in those adjectives. In this Chant the suffixes are *-ed, -ent, -ful.* Cue students to put their heads together and brainstorm a list of adjectives that describe the plural noun ("Solids are so _____.). Add sketches and reread the list with the students. Next, move to the sixth column and label it *prepositional phrases*. Explain that they will be generating a list of phrases that tell where or when solids and liquids do the things they've listed in the verb column. There

Example #3 *I can't get no satisfaction* is the title of a famous song by the Rolling Stones. The prescriptive rule here is "don't use double negatives." Objections to using double negatives in English can be found in the writings of grammarians in the 1700's, who argued that double negatives cancel each other out, thereby resulting in an affirmative rather than a negative (Tieken-Boon Van Ostade, 1982). But did you ever think that *I can't get no satisfaction* meant *I can get satisfaction*? I bet not. Furthermore, double negatives are common in other languages, such as Spanish and French; *no quiero nada* 'I don't want nothing' means 'I don't want anything,' which further bolsters the argument that there is nothing illogical about this grammatical structure.

The Spanish examples in Table 1 also illustrate that the 'correct' versions are <u>not</u> more logical or superior to the 'incorrect' ones. In fact, in the case of the final -s in second-person singular preterit verb forms like *dijistes, comistes, caístes*, the supposedly 'incorrect' usage is more logical. In other tenses, verb conjugations for the second-person singular *tú* ('you') end in s: simple present *dices,* imperfective past *decías,* future *dirás*, conditional *dirías*, present subjunctive *digas*, imperfect subjunctive *dijeras*. The preterit is the outlier. Language users, including children, are pattern-seekers, so when we find a strong pattern, we apply it (Baker, 2022; Bybee, 2010). *Dijistes* follows the pattern, which makes the prescriptively 'incorrect' usage very logical. Yet, it is still considered 'incorrect.' Ultimately, our cognitive drive to detect and reproduce grammatical patterns is more powerful than textbooks and rules that try to control how we speak. Languages change and it is common for irregular forms to eventually conform to the strong pattern (e.g., *dreamed* is now more frequent than *dreamt* in American English (Bybee, 2015, p. 65)).

The second Spanish example involves the presentative verb *haber* 'there is/there are.' Unlike most verbs in Spanish, *haber is not supposed to* agree with the noun phrase that it presents. Compare the verb *comer* 'to eat' and *haber*. We say *ellos comen* 'they eat.' When the subject is *ellos* 'they', a plural subject, the verb ends in -n. This is a strong pattern and applies across verbs and verb forms (e.g., *irán, bailaron* 'they will go, they danced', etc.). By contrast, when we say *había muchos niños* 'there were many children', the prescriptive rule is

<u>not</u> to treat 'many children' as the subject, but as the object. Since Spanish verb endings agree with subjects, but not objects, there's no need to make *haber* agree with *los niños*; there's no need to add the n. But just as we saw with -s, humans notice grammatical patterns and follow them and, in this case, many say *habían muchos niños*, treating *muchos niños* as the subject. And since grammatical patterns emerge from the minds of speakers, why should we try to stamp them out?

We have seen that what people say—even if it is prescriptively 'incorrect'—is logical and follows grammatical patterns. The linguist's goal is to understand, discover and *describe* those patterns. This is what we mean by *descriptive grammar*. We describe rather than prescribe grammar and we attempt to explain it. To summarize, the discussion of prescriptive grammar leaves us with important take-aways:

- ❈ The supposedly 'incorrect' version is just as logical as the 'correct' one!
- ❈ Debates over how to talk have been going on for a long time.
- ❈ Dictionaries (and spellcheckers!) are not neutral. Some words are excluded because they are associated with people who are marginalized in society.
- ❈ Prescribing rules often fails because grammatical patterns emerge from actual language use, not from textbooks. Thus, we understand grammar best by describing rather than prescribing it.

If prescriptively 'incorrect' grammatical patterns are as linguistically valid, complex, and logical as their prescriptively 'correct' counterparts, where do the rules come from and why do they exist? It is often difficult to find the source of prescriptive rules; however, for some there is evidence that influential, self-appointed authorities imposed the rules. Consider the prescriptivist rule banning the use of prepositions at the end of a sentence. According to this rule, we are supposed to say (and write) "This is the book about which I was telling you" instead of "This is the book I was telling you about", even though the second version sounds better to English speakers. Yáñez-Bouza (2006) writes that "John Dryden [1631-1700] appears to have been the first writer to attack the use of endplaced prepositions, probably as a result of applying the rules of Latin syntax." But why apply

the rules of Latin to English, a Germanic language? The answer likely has to do with prestige. Latin grammar was seen as prestigious, as was following its patterns.

Linguistic Prestige

Following prescriptive rules reinforces what Potowski and Shin (2024) call the Cycle of Linguistic Prestige (Figure 1). Think of groups of people that are considered prestigious in any given society. Who are they? Do they tend to be wealthier people—people who live in particular places or geographical settings—or people who represent a particular race or ethnicity? Think of those people and the way they talk, and you're likely thinking of the so-called 'standard.' People who have power in society are the ones whose language is included in dictionaries and grammar books, and their variety is taught and used in schools, courts, and other places where people employ formal language (Wolfram & Schilling-Estes, 2006). In other words, prestige is connected to a particular social group and then their way of talking ends up being the standard. The standard is then included in dictionaries and grammar books and is taught in schools. The result is a cycle; the people who are considered prestigious also have the most access to school and are the most exposed to that variety of language.

In addition to the prestige that gets attached to dialects, entire languages can be associated with more vs. less prestige in multilingual communities, and as with dialects, prestige is linked to groups who have more power in society. As Kahane (1986, p. 495) writes, "In literate societies, one of the primary motivations for acquiring the prestige language is its identification with education, which transfers to it the values of a class symbol." Both dialects and languages can accrue prestige and this process is linked to power structures in society at large and within subgroups of societies.

Figure 1. The Cycle of Linguistic Prestige (adapted from Potowski & Shin, 2024)

Linguistic Prestige, Linguistic Purism, and Bilingualism

Although there is a growing recognition that bilingualism brings with it cognitive and social benefits (Bialystok et al., 2012; Ikizer & Ramírez-Esparza, 2018), bilingualisms like example #6, are commonly rejected.

#6 *El gringo vino para Nuevo México y comenzó cambiando todo.* 'The gringo came to New Mexico and started changing everything.'

Example #6 illustrates a Spanish-English bilingual's use of a gerund *cambiando* 'changing' where monolingual Spanish speakers would generally use a + the infinitive *cambiar*. Usages that buck the trends of monolingual speakers tend to be marginalized and rejected. Linguistic purism—the rejection of linguistic elements perceived as 'foreign' or unacceptable—permeates many societies (Langer & Nesse, 2012). Yet, *there is no such thing as a pure or homogeneous language*. Spanish has been in contact with other languages since its birth, and such contact continues. But while words and usages that came into the language a long time ago are currently accepted (e.g., *almohada* from Arabic), newer contact phenomena, as in #6, tend to be rejected. But using an infinitive is not superior to using a gerund. When people reject the gerund, they are really rejecting what they perceive to be a foreign intrusion into a pure form of Spanish. Moreover, the notion that a pure language exists goes hand in hand with ideologies that strive for "pure" or homogeneous societies (Irvine & Gal, 2000), ideologies that have historically been used to marginalize, oppress, and even eradicate groups of people.

One issue that arises in communities where bilingualisms are rejected is that younger people, who are often the most bilingual, end up feeling insecure about their language abilities. For example, Tseng (2021) found that "imposed deficit identities derived from ideologies of language purity [and] proficiency… stigmatized
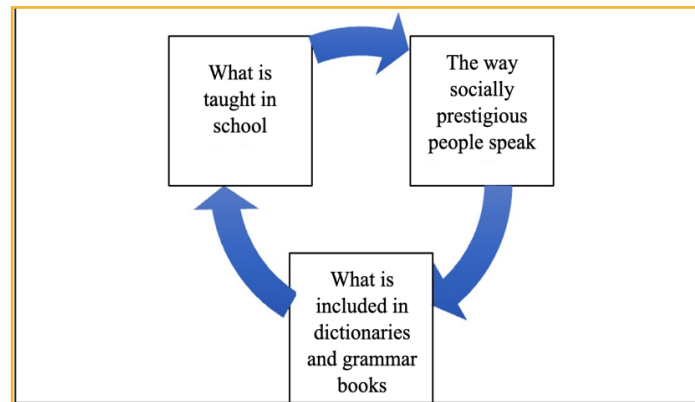
later-generation heritage speakers, leading to language insecurity and avoidance." In other words, when bilingualisms are rejected, bilinguals may feel insecure about their language use, which ultimately may contribute to more language loss in communities undergoing language shift (Ravindranath Abtahian & McDonough Quinn, 2017). An example can be seen among speakers of Indigenous languages in the Southwest. Professor Tiffany Lee (2009) interviewed 20 Navajo teenagers from high schools on the Navajo Nation and analyzed reflection essays written by college students who were either Navajo or Pueblo. She found that while the students expressed pride in their Indigenous language, they also "revealed expressions of embarrassment for their own limited Native-language ability." Critical language pedagogy scholars argue that a translanguaging approach—where the bilingual student's full linguistic repertoire is respected and included in the classroom (García & Li, 2014)—can empower students and promote maintenance of the heritage or minoritized language (e.g., Prada, 2022). In this article, we focus specifically on teaching grammar and argue that the sociogrammar approach is a way to teach grammar while respecting and celebrating linguistic variation and diversity.

Towards a Sociogrammar Approach

In this article I have provided evidence that 'non-standard' ways of talking—including language use that reflects bilingualism—are equally valid and complex as the 'standard.' But what does this mean for language teaching and, in particular, for teaching grammar? One important take-away is that *it is unethical to only teach the standard variety and to only accept usages that follow prescriptivist norms.* Why? Because doing so reinforces power structures that deny the legitimacy of minoritized groups (Alim, 2005). So, what do we do instead? A sociogrammar approach seeks to add, rather than replace, linguistic knowledge. As Glenn Martínez (2003) writes: "If our students walk into the class saying *haiga* and walk out saying *haya*, there has been, in my estimation, no value added. However, if they walk in saying *haiga* and walk out saying either *haya* or *haiga* and having the ability to defend their use of *haiga* if and when **they** see fit, then there has been value added." The same applies to *ain't/isn't* and other prescriptive rules. The point is to empower students to make their own choices about how and when to employ different language usages

and styles (Flores & Rosa, 2015; Leeman, 2005). The sociogrammar approach, outlined in Shin and Hudgens Henderson (2017) and implemented in Potowski and Shin's (2024) book *Gramática española: Variación social*, aims to teach Spanish grammar while celebrating linguistic diversity and variation, and recognizing sociopolitical and sociohistorical factors that determine which forms are deemed prestigious and which are denigrated. The curriculum begins with an introduction to sociolinguistics, language ideologies, and linguistic bias. It is only after students understand the difference between prescriptive and descriptive grammar and the cycle of linguistic prestige that grammatical structures should be taught. This way, all structures are presented in the context of the social factors that determine whether they are deemed prestigious or not. For each structure, the standard and usages that differ from that standard in natural speech are presented, as are the reasons underpinning which usage is considered standard—including racism, classism, sexism, and monolingualism.

While this may seem like a lot to accomplish, the sociogrammar approach has been shown to change students' beliefs and language attitudes, resulting in views that are more accepting of linguistic (and therefore human) diversity. Shin and Hudgens Henderson (2017) measured students' grammar skills, understanding of sociolinguistics, and their language attitudes, and found dramatic changes after implementing a sociogrammar curriculum. Some students remarked that they grew more confident about their own use of their home language, while others said that they learned to recognize their own linguistic bias and adopted new ways of thinking about linguistic variation. When we teach grammar, we can – and we should – simultaneously promote and celebrate linguistic diversity.

References for this article can be found at dlenm.org/Soleado.

◊ **Incorpore fondos de conocimiento.** Anime a los estudiantes a compartir su conocimiento cultural y lingüístico indígena con la clase, creando un ambiente de aprendizaje recíproco.

◊ **Cree diccionarios ilustrados**. Desarrolle diccionarios ilustrados donde cada imagen esté etiquetada en los idiomas indígenas hablados por los estudiantes (Figura 2). Esta ayuda visual puede mejorar el aprendizaje de vocabulario y proporcionar un recurso tangible al que los estudiantes puedan consultar.

◊ **Utilice la tecnología para la preservación del idioma**. Aproveche la tecnología, como las aplicaciones de aprendizaje de idiomas y las plataformas interactivas en línea, para hacer que la preservación del idioma sea atractiva y accesible, tanto dentro como fuera de la sala de clases.

Figura 2: Ejemplo de diccionario ilustrado en español, inglés, k'iche', quechua y náhuatl
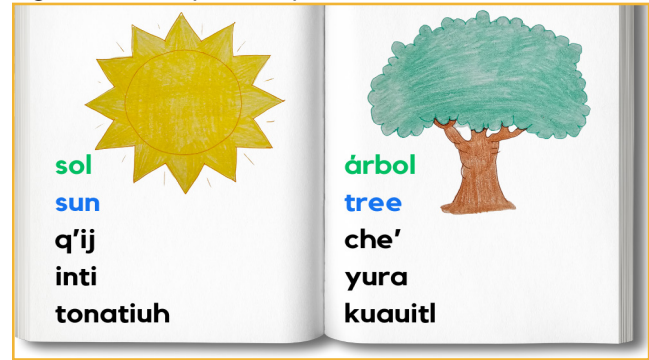
◊ **Seleccione textos cultural y lingüísticamente relevantes**. Elija materiales de lectura que reflejen la diversidad cultural y los orígenes lingüísticos de sus estudiantes (Tabla 1). Esto valida sus experiencias y proporciona un contexto para la preservación y adquisición del lenguaje (Cartagena Collazo, 2023).

Tabla 1: Textos cultural y lingüísticamente relevantes de lenguas indígenas de América Latina

Lenguaje/País	Libros
Náhuatl/El Salvador	"Agua, Agüita/ Water, Little Water" por Jorge Argueta (Argueta, 2017)
	"Fuego, Fueguito Fire, Little Fire/Tit, Titchin" por Jorge Argueta (Argueta, 2019)
	"Viento, Vientito / Wind, Little Wind" por Jorge Argueta and Felipe Ugalde Alcántara (Argueta, 2022)
	"Tierra, Tierrita/Earth, Little Earth" por Jorge Argueta (Argueta, 2023)
Quechua/Perú	"Kutu: The Tiny Inca Princess/La Ñusta Diminuta" por Mariana Llanos and Uldarico Sarmiento (Llanos, 2018)
	"¡Corre, Pequeño Chaski!" por Mariana Llanos (Llanos, 2021)
K'iche' y Mam/ Guatemala	"Margarito's Forest/El bosque de Don Margarito" por Andy Carter y Allison Havens (Carter, 2016, 2023a, 2023b)
Quechua/Argentina	"The Youngest Sister" por Suniyay Moreno y Mariana Chiesa (Moreno, 2022)

Conclusión

La inclusión lingüística en las escuelas K-12 es fundamental para reconocer y valorar la riqueza cultural y lingüística que los estudiantes indígenas de América Latina traen consigo. Implementar estrategias pedagógicas que integren y respeten las lenguas indígenas no solo beneficia el rendimiento académico y el bienestar emocional de los estudiantes, sino que también contribuye a la preservación y revitalización de estos idiomas en peligro de extinción. Al crear un ambiente de aprendizaje inclusivo y respetuoso, los maestros pueden fomentar una mayor motivación y participación en el aprendizaje, fortaleciendo la identidad cultural de los estudiantes y promoviendo una sociedad más justa y equitativa.

*Puede acceder las referencias de este artículo y un plan de lección usando el libro **El bosque de Don Margarito** en dlenm.org/Soleado.*

was chosen because it allowed for peer-to-peer interaction and support as they collaborated to write their Claims, Evidence, and Reasoning on chart paper. The question presented was: Has climate change made hurricanes more frequent or more intense? This activity reflected relevant Next Generation Science Standard (NGSS), WIDA's ELD-SC.9-12 standards, and Marco ALE de WIDA - el intercambio de ideas entre personas por medio de comunicaciones multimodales (WIDA, 2021). Quisimos dar a nuestros estudiantes un espacio donde podían desarrollar sus ideas en su idioma preferido.
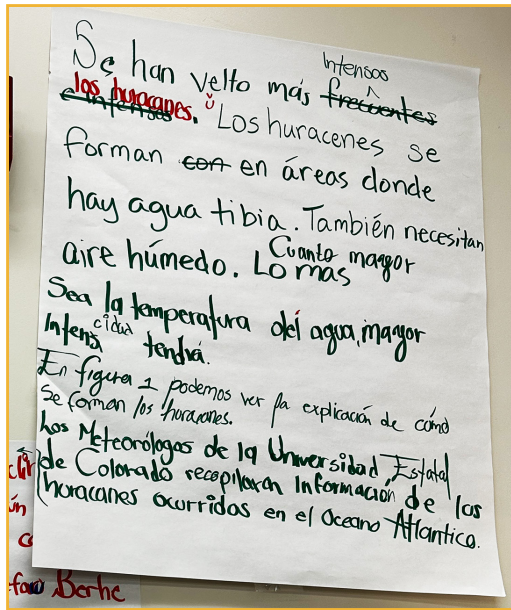
Students worked together to craft their Claims statement and provide Evidence and Reasoning.

First, the students were provided a set of graphs and a model that explained how climate change has affected hurricanes and blizzards. After studying and discussing the graphs and the model, the students concluded that the data showed that hurricanes and blizzards were becoming more intense. With a greater understanding of the data and the opportunity to develop oral language around their thinking, the students began the Wall Talk strategy in which, in pairs or small groups, they responded to the topic in writing, reviewing resources that had been posted on the wall and writing their responses on chart paper.

Diverse Poetry

Another writing strategy, Diverse Poetry, affirmed students' experiences, languages, and knowledge, (Ascenzi-Moreno, 2024) and engaged all language domains. One example of poetry students used in the social studies classroom was a diamante poem. Because a diamante is made up of nouns, adjectives, and verbs, it created an espacio for students to

translanguage in a meaningful way. They chose words for their topic that were significant to them.

Students were asked to identify a misconception that affected them and create a diamante poem to clarify the erroneous idea. Student B engaged in translanguaging by using Spanish vocabulary and drew on the experience of wearing a sombrero to a dance. Student A created a poem that celebrates and shows the power and beauty of their Native American culture. Student C spoke about the lack of understanding and support of mental illness in Black communities. In each of these examples, we see the power in offering students choices; every example demonstrates students interacting with their culture and sharing their voice.

Diamante Poem Structure	Student A (Online)
Noun (topic)	Native Americans
Adjective, Adjective	Strong, Fulfilling
Verb, Verb, Verb	Uniting, Respecting, Protecting
Four Word Phrase	We are stronger together
Verb, Verb, Verb	Pursuing, Advocating, Nurturing
Adjective, Adjective	Enthusiastic, Bright
Renaming Noun	Dakotah
Student B	**Student C**

High school students wrote diamante poems in their social studies class.

Closing Thoughts

We set out to create micro dual language spaces in high schools that have not traditionally encouraged

biliteracy in monolingual classrooms. Our goal was to demonstrate that these methods normally used in elementary education could be adapted to fit the needs of high school students. The results showed that students were fully invested in their learning and were able to express their culture and language. We look forward to more teachers using these methods with high school students to transform the classroom into an *espacio* that promotes biliteracy.

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12:00 pm – 5:00 pm Check-In
1:00 pm – 5:00 pm Exhibits Open
5:30 pm – 7:00 pm Opening Session (Live Stream)
7:00 pm – 8:30 pm Opening Reception & Night at the Exhibits

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7:30 am – 3:30 pm Check-In
7:30 am – 5:00 pm Exhibits & Career Fair
9:10 am – 2:50 pm Concurrent Sessions
12: 15 pm – 1:15 pm Networking Luncheon
3:15 pm – 4:30 pm Plenary Session (Live Stream)
7:00 pm – 10:30 pm Comedy Show/Fundraiser*

Friday, November 15
8:00 am – 11:30 am Check-In
8:00 am – 5:00 pm Exhibits & Career Fair
9:10 am – 2:50 pm Concurrent Sessions
12: 15 pm – 1:15 pm Networking Luncheon
3:15 pm – 4:30 pm Plenary Session (Live Stream)
8:30 am – 3:00 pm Student Leadership Institute &
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3:00 pm - 11:00 pm Powwow

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7:45 am – 9:00 am Breakfast with an Expert
9:10 am – 12:15 pm Concurrent Sessions
*Indicates ticketed event.

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should be a blank column in between the verb and prepositional phrase column; you'll get to that later. Begin threading the language across the SPC so students hear you model using an *adjective, noun, verb,* and *prepositional phrase.* Remind students of the prepositional phrases in the Chant and release them to brainstorm again with their partner. Then, chart their prepositional phrases and reread the list before moving to the *adverb* column, #5. Explain the function of an adverb, it describes the verb, and remind students that adverbs don't always end with an *-ly* but often do. Cue students to brainstorm with their partner, then chart their responses and reread the list. Finally, move to the *article* column (#1) and explain that there are three articles, but only one is used with plural nouns, *-the.* Write *the* in the column, but don't capitalize it.

Now, it's time to play with the language! Make many different sentences with your students and prompt them to come forward and select two adjectives, a noun, a verb, an adverb, and a prepositional phrase. The sentences can be chanted using the tune of the Farmer in the Dell. This would constitute day one of the delivery of the SPC.

Later, when you return to the SPC, reconstruct a few sentences and remind students of the basic building blocks of a simple sentence; the subject and predicate express a complete thought. Explain that we can also construct compound sentences using the same words. Move to the far right and label the 7th column *-conjunctions,* coordinating conjunctions to be precise. Show them the acronym for the most common conjunctions, FANBOYS: *for, and, nor, but, or, yet, so.* Don't ask students to brainstorm, simply list these words in the conjunction column. Reread the list with them and show how a simple sentence, *The massive, crystalized solids harden gradually above the Earth's surface,* can be used to make a compound sentence by joining two simple sentences with a coordinating conjunction. At this time you may also want to introduce the use of pronouns in the noun column so you can construct a sentence like this: *The massive, crystalized solids harden gradually above the Earth's surface, but they melt quickly beneath the Earth's crust.* Then release students to turn to their partner and brainstorm more examples together.

Now you have the structure for introducing and practicing many more features of complex text! In the table below, you will find other features that can be added to the Sentence Patterning Chart.

Updating the SPC in this way offers teachers an engaging way to teach parts of speech; simple, compound, and complex sentences; vocabulary, grammar; morphology; and even punctuation—all in context of a content-area based unit of study. So, what are you waiting for? Try it out for yourself!

	Subject				Predicate			
Articles	Adjectives		Noun		Verbs	Adverbs	Prepositional Phrases	Conjunctions
	Prefix	Suffix	Prefix	Suffix				
a an the	Un- Im- In- Ir- Il- Non- Dis-	-er -est -al -ent -able -ive -ous -ful -less	Anti- Auto- Bi- Co- Dis- Ex- In- Inter- Mis-	-ant -ent -ance -al -tion -sion -er -ment				
			Plural (solids, liquids, animals, cells)		Past -ed (walked, planted, loved)	Frequency (always, never, often)	Location (at, behind, over, between, in, on)	Coordinating (for, and, nor, but, or, yet, so)
			Irregular plural nouns (children, feet, mouse)		Irregular past verbs (did, ate, sang)	Degree (very, extremely)	Direction (to, toward, into, from)	Correlative (either, whether, both, such, as)
					Future (will+infinitive)	Manner (quickly, slowly, carefully)	Time (after, during, until, from)	Subordinating (after, because, although, before)

This chart provides features of more complex text that can be integrated into a modified version of the SPC.

⊞ **Association of Latino Administrators and Superintendents (ALAS)—21st National Education Summit:** October 9-11, 2024, in Portland, OR. For more information, please visit *www.alasedu.org*.

⊞ **WIDA Annual Conference— Bridging Cultures, Empowering Multilingual Voices:** October 15-18, 2024, in Pittsburgh, PA. For more information and to register, visit *www.wida.wisc.us*.

⊞ **Texas Association for Bilingual Education (TABE)— 52nd National Annual Conference:** October 17-20, 2024, in Round Rock, TX. For more information, visit *www.tabe.org*.

⊞ **Hispanic Association of Colleges and Universities (HACU)—38th Annual Conference:** November 1-3, 2024, in Aurora, CO. For more information and to register, please visit *www.hacu.net*.

⊞ **Dual Language Education of New Mexico's Annual La Cosecha Conference—Embrace Our Origins, Protect Our Languages:** November 13-16, 2024, in Santa Fe, NM. The website is live for La Cosecha registration and the most up-to-date information. Please visit *www.lacosechaconference.org* and make your plans now!

⊞ **American Council on the Teaching of Foreign Languages (ACTFL)—2024 Annual Convention and World Languages Expo:** November 22-24, 2024, in Philadelphia, PA. For more information, please visit *www.actfl.org/convention-and-expo*.