Throughout my life as a student and now as an educator I have heard these words in passing, never reflecting on their significance. As a young white female, I am familiar with the language (or lack of language) required of me as an academic because these spaces were made for people like me, more specifically, as a white person. I am compelled and obligated as a teacher to familiarize myself with the linguistic diversity of my students in order to shape their voices for the world of today. I explore the use of code-meshing to create sustainable pedagogical practices in the teaching of modern literacy.

**THE PROBLEM**

Standard English (SEL) is the variety of English that has undergone substantial regularisation and is associated with formal schooling, language assessment, and official print publication, such as public service announcements and newspapers of record, etc.

**THE REALITY**

The practice of alternating between two or more languages/dialects in conversations. Predominantly practiced in the alternation between African American Vernacular Language (AAVE) and SEL.

**THE SOLUTION**

Allows writers and speakers to bridge multiple codes and modes of expression through the use of the whole language repertoire in every context.

**INCORPORATING SUSTAINABLE CODE-MESHING IN CLASSROOMS**

1. **DEFINING AND IDENTIFYING A RHETORICAL PROBLEM.**

   **WHO ARE THEY SPEAKING TO?**
   **WHAT COMPOSITION ARE THEY USING?**
   **WHAT LANGUAGE ARE THEY USING?**

2. **USING STUDENT LITERATURE.**

   **THE PUBLISHING PARTY**

   When students are done with a major writing project they will have a day or two dedicated to showing off and explaining their work to their classmates. It may be done in a presentation, a read aloud, or in whatever creative way a student wants to publish their work.

   In this way, students can be exposed to multiple dialects and gain a deeper understanding of what it means to be literate.

   This is only one of many strategies to encourage the use of student voice and language in the classroom.

   **APPLICATIONS**

   This approach is designed to be paired with multiple types of literature and exposes students to the writing that exists in their world. Knowing how to use language to their advantage is a key part in preparing them to play the system.

3. **CHANGING THE RUBRIC.**

   **MISTAKE**
   **ERROR**
   **CODE-MESHING**

<table>
<thead>
<tr>
<th>Mistake</th>
<th>Error</th>
<th>Code-Meshing</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Yes (at least some of them got it)</td>
</tr>
<tr>
<td>Teacher suggests correction to help the student express their message better.</td>
<td>Student has to be sensitive to self-adjust; teacher helps them develop this skill.</td>
<td>This is a victory and should be collectively recognized as such.</td>
</tr>
</tbody>
</table>