Other People's English: Code-Meshing, Code-Switching, and African American Literacy (Language & Literacy)

Vershawn Ashanti Young

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This book presents an empirically grounded argument for a new approach of teaching writing to diverse students in the English language arts classroom. Responding to advocates of the "code-switching" approach, four uniquely qualified authors make the case for "code-meshing"—allowing students to use standard English, African American English, and other Englishes in formal academic writing and classroom discussions. This practical resource translates theory into a concrete roadmap for pre- and in-service teachers who wish to use code-meshing in the classroom to extend students' abilities as writers and thinkers and to foster inclusiveness and creativity. The text provides activities and examples from middle and high schools as well as college and addresses the question of how to advocate for code-meshing with skeptical administrators, parents, and students.

Book Features:

- A rationale for the social and educational value of code-meshing, including answers to frequently asked questions about language variation.
- Authors from the fields of linguistics, writing studies, English education, and teacher education.
- Teaching tips that have been used with students and in professional development workshops.
- Action plans that invite readers to make code-meshing a shared project that informs instructional practices and addresses cultural prejudices.

"This book is a beautiful blend of theory, linguistics research, practical classroom applications, and maybe most important (not 'most importantly' if you know the rules of Standard English), it's a conversation, not in your face, not a demand for conversion, but a conversation based on personal experiences, classroom experiences, and decades of research and scholarship."
—From the Foreword by **Victor Villanueva**, Regents Professor, Washington State University

"*Other People's English* demonstrates the possibilities of a Twenty-First Century pedagogy for Ebonics-speaking students, other students who speak marginalized English varieties, and ultimately all students. The authors make a persuasive case and are to be commended for shedding new light on an old problem. Their work takes the literacy field to the next level. Would I buy this book and recommend it to others? No doubt."
—**Geneva Smitherman**, University Distinguished Professor Emerita of English and African American and African Studies, Michigan State University

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