The Ugly Truth About Standard English

Christian Saunders
5th April 2024

About me

- ► Born in Australia, lived in Europe since 2000

- ► Teaching EFL since 2010

- ► 385K subscribers on YouTube

- ► Focus on:
  - ► Human perspective of language
  - ► Learner mindset
  - ► Language equality
  - ► Communication first

Presentation format

- Part One
  - The birth of language
  - The history of English in 6 words
  - A brief history of EFL teaching
  - The origin of 'Standard' English
  - Language bias and discrimination
  - 10-minute break

Presentation format

- Part Two
  - Language variation
  - The consequences of English as a global language
  - Evidence-based methods for effective EFL teaching
  - Conclusion and Q&A

Quick note

- Please interrupt or use the chat if you have a question or comment at any time

First Literacy Professional Development Workshop

Part 1.1
The Birth of Language

Language is as old as humans

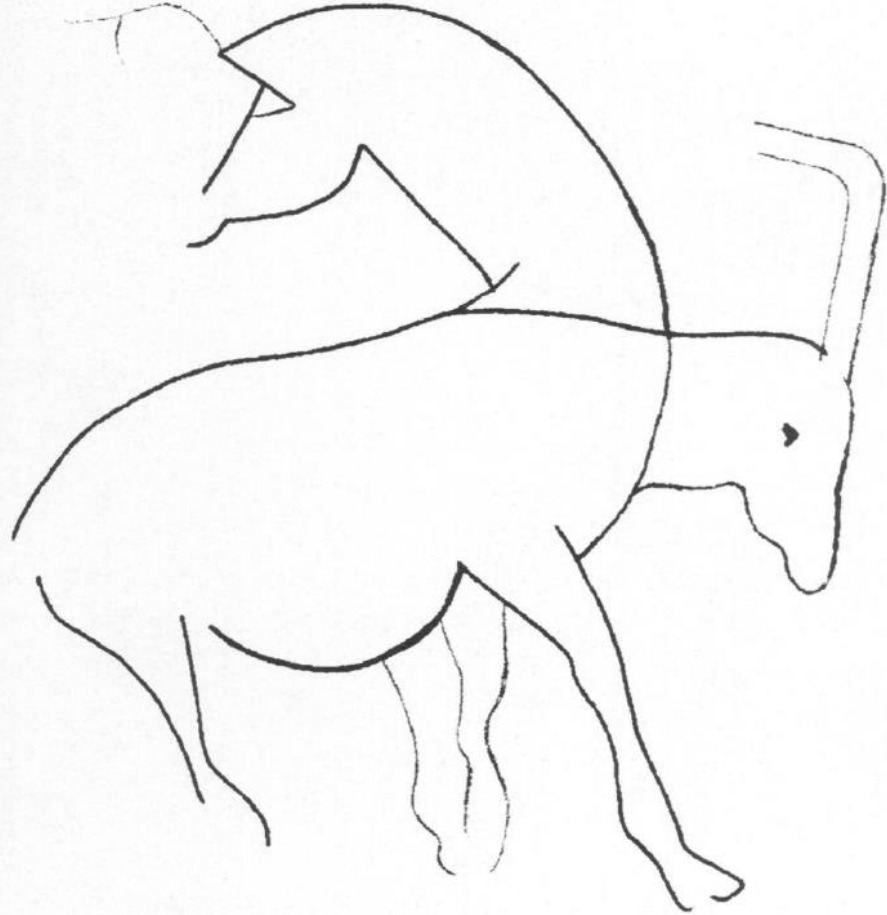Understanding and description of language

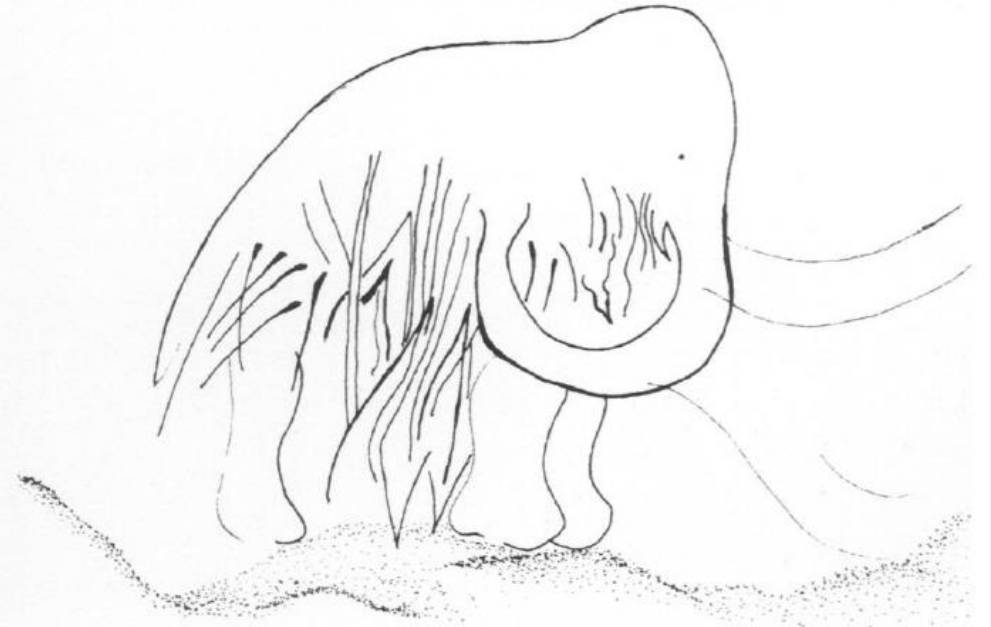1,000,000+ years

Today

Where did language come from?

- ► Language was invented for communication
- ► Language is built on human experience
- ► Language is built on metaphor

Language was invented for communication

"Suddenly, the head of one creature stood out clearly. It lived for a second, then faded as another appeared. By firelight, a secret of the cave painters was exposed. In the space of a few moments, I saw cuts and dissolves, change and movement. Forms appeared and disappeared. Colors shifted and changed. In short, I was watching a movie."

- Wachtel (1993)

We are born storytellers

Language is built on human experience

Example   [edit]

In the experimental sciences, data collected from experiments are often visualized by a graph. For example, if one were to collect data on the speed of a body at certain points in time, one could visualize the data by a data table such as the following:

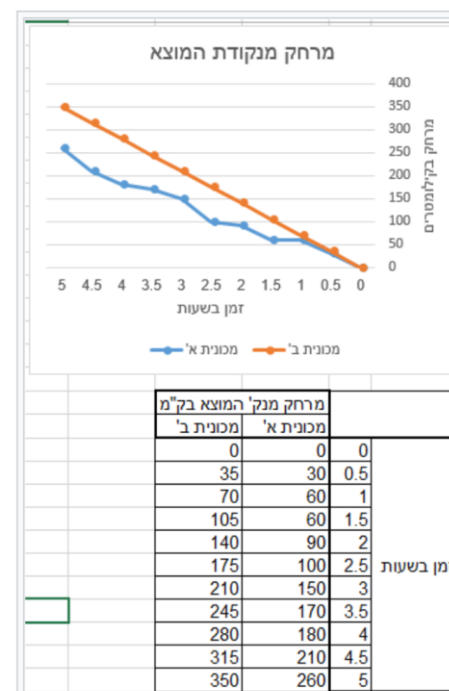| Elapsed Time (s)	Speed (m s^{-1})
0	0
1	3
2	7
3	12
4	20
5	30
6	45.6

Graph of Speed Vs Time
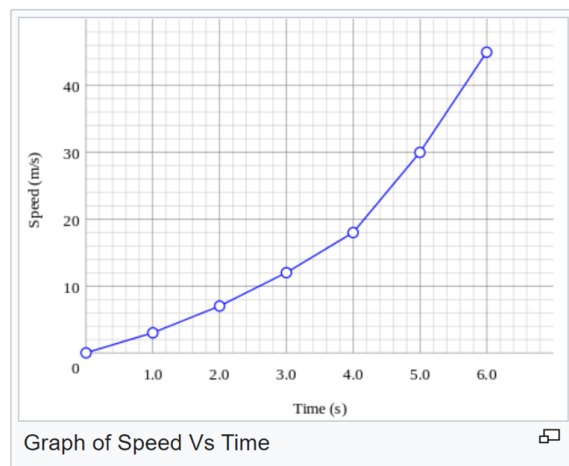
The table representation of data is a great way of displaying exact values, but can be a poor way to understand the underlying patterns that those values represent. Because of these qualities, the table display is often erroneously conflated[clarification needed] with the data itself; [citation needed] whereas it is just another visualization of the data.

גרף רציף

גרף רציף הוא דרך הצגה חזותית של מידע מספרי, שפירטי המידע בו מכילים בזוגות סדורים של מספרים. דרך הצגה זו מקלה על קליטת מידע זה ועל השוואה בין פרטי המידע.

גרף רציף נוצר בשרטוט של קו או של קווים אחדים, שנעשה כך שכל קו מורכב מנקודות במישור לפי מערכת צירים קרטזית. על הצירים מופיעות יחידות המידה, שאליהן יש להשוות את הקווים. במקרה בו יש יותר מקו אחד, יופיע לצד הגרף מקרא, שיסביר מה מייצג כל אחד מהקווים. דוגמאות שגרתיות:

מרחק מנק' המוצא בק"מ		
מכונית ב'	מכונית א'	
0	0	0
35	30	0.5
70	60	1
105	60	1.5
140	90	2
175	100	2.5
210	150	3
245	170	3.5
280	180	4
315	210	4.5
350	260	5

- גרף רציף בעל שני קווים, המשווה את ערכי הפונקציה $Y = X$ לערכי הפונקציה $Y = X^3$. בגרף כזה, ייוחד קו אחד לכל פונקציה וכל נקודה על כל קו תהייה ערך שחושב עבור זוג סדור.
- גרף רציף בעל שני קווים, המשווה את מהירותן של שתי מכוניות במהלך זמן מנו של מרוץ מכוניות. בגרף כזה ייוחד קו לכל

גרף רציף בעל שני קווים, שמתאר את מיקומן של שתי מכוניות נוסעות, במהלך זמן נסיעתן. תחת

Which way is tomorrow?

future = left ← past = right

past = above

future = below
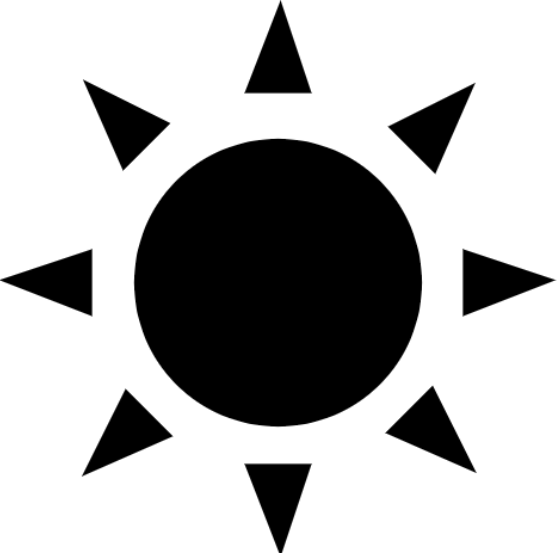
future = uphill

past = downhill
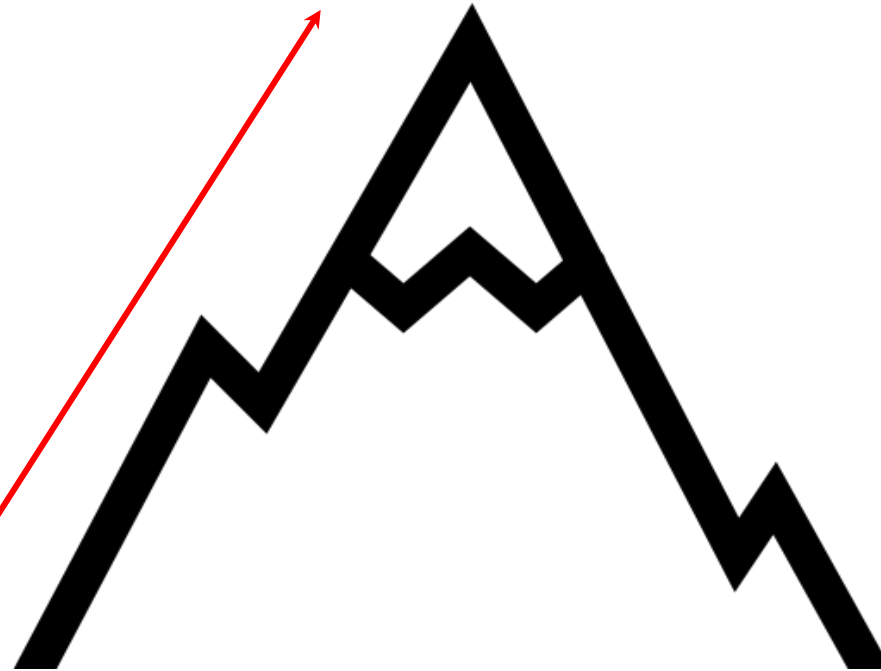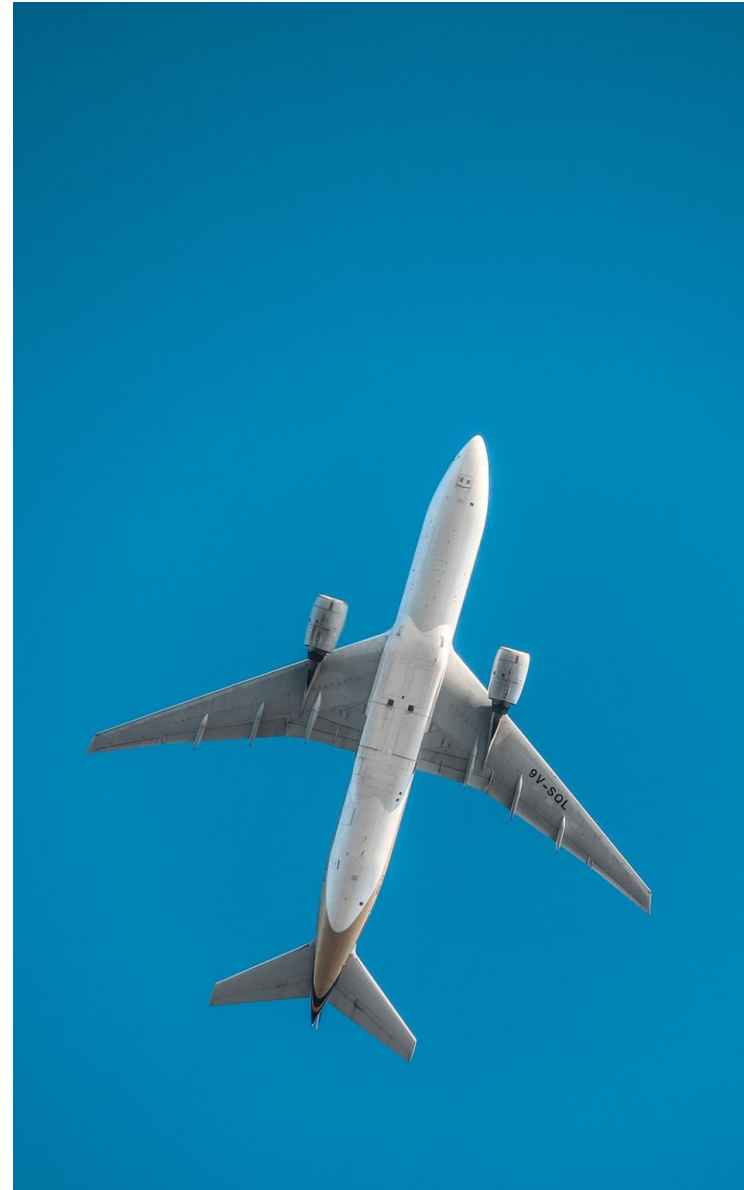
Language is built on metaphor

Problems are like sickness

► She said that there was a cancer at the heart of society.

► Transport was another headache for the government.

► London was paralysed by a series of strikes.

► The economy is very unhealthy.

► There is no simple remedy for the problem.

► This latest development has reopened old wounds.

► He bore the scars of a troubled childhood.

Money is like food

- They didn't get a fair share of the cake.
- The rent takes a large bite out of their income.
- The fees have swallowed most of my grant.
- This ate into our savings.
- The richest nations gobble up the world's resources.
- The company was starved of investment capital.
- We have to make do with scraps from their table.

Think of a metaphor from each sport

► American football

► Basketball

► Baseball

► Boxing

► Soccer

► Sailing

► Bowling

► Wrestling

Sound symbolism
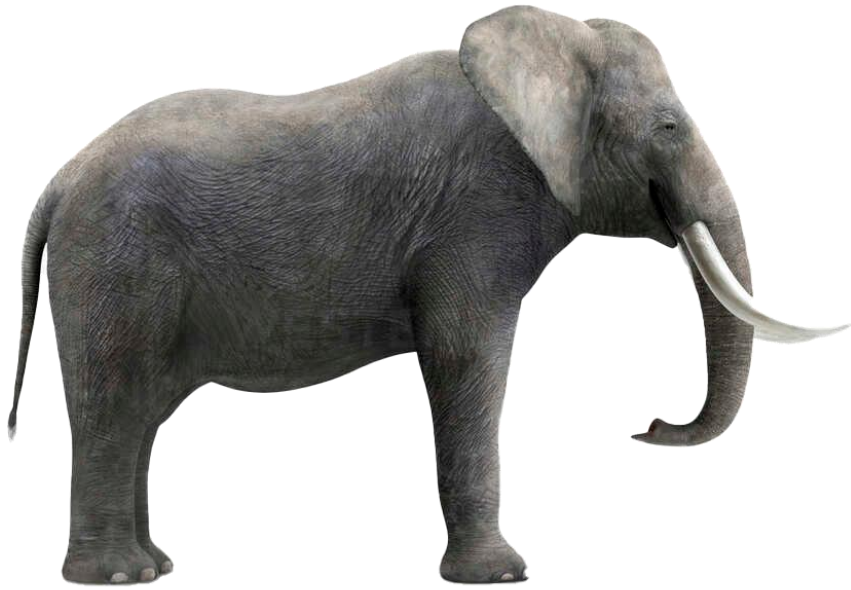
b d g o

p t k i

grammar > humans > language ❌

humans > language > grammar ✅

Language is always evolving
(if not, it's dead)

"I am *literally* dying of hunger."

Language evolution in progress

► "I'm going to finish my work soon."

► "I'm gonna finish my work soon."

► "I'm gonna the cinema this weekend."

What is the future of language on earth?

Key language statistics

► Around 7,000 languages in the world today

► Most languages have never been written down

► 50% could be extinct in the next century

Who cares?
What is the value of a language?

Part 1.2
The History of English in 6 Words

9th Century - Old English

hlaf ► loaf (of bread)

hlafweard (loaf guard) ► lord

hlafdige (loaf kneader) ► lady

9th Century - Latin

weg ► way

heahweg ► highway

stræt ► street

13th Century - Middle English

pigge ▶ pig

pork ▶ pork

cu ▶ cow

beef ▶ beef

13th Century - Middle English

outgang   ▶ go out

inngang   ▶ go in

ofercuman   ▶ overcome

16th Century - Early Modern English

dett ▶ debt

doute ▶ doubt

sotill ▶ subtle

recyt ▶ receipt

21ˢᵗ Century - Modern English

Radiowire ▶ Bluetooth

"King Harald Bluetooth...was famous for uniting Scandinavia just as we intended to unite the PC and cellular industries with a short-range wireless link."

- Jim Kardach, Intel
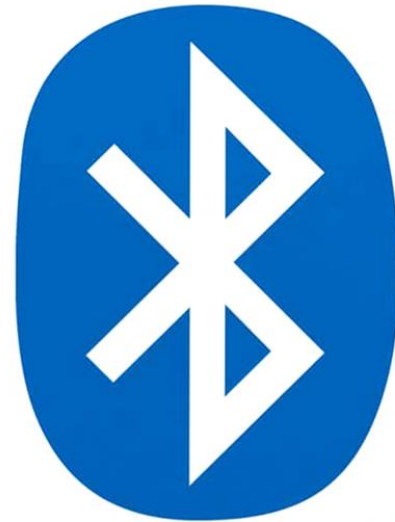
Part 1.3
A Brief History of EFL teaching

First Literacy Professional Development Workshop

"The paint is still wet???"

Stage I: Modern Language Teaching in Europe (1750–1920)

1. The Classical Period	1750–1880	
Core Concern:	Emulating the teaching of classical languages	
Associated Teaching Methods:		[The Grammar-Translation Method] [The Classical Method]

2. The Reform Period	1880–1920	
Core Concern:	Teaching the spoken language	
Associated Teaching Methods:		[various Reform Methods] (*see Jespersen, 1904: 2–3*) The Natural Method (*Heness, Sauveur*) The Berlitz Method The Direct Method

Stage II: English Language Teaching beyond and within Europe (1920–2000+)

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3. The Scientific Period (1920–70)

Core Concern: Scientific basis for teaching

Associated Teaching Methods: The Oral Method (*Palmer*)
The Multiple Line of Approach (*Palmer*)
The Situational Approach (*Hornby*)

The Oral Approach (*Fries*)
The Audiolingual Method

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4. The Communicative Period (1970–2000+)

Core Concern: Aiming for 'real-life communication'

Associated Teaching Methods: Communicative Language Teaching
Task-based Language Teaching

What is the state of EFL today?
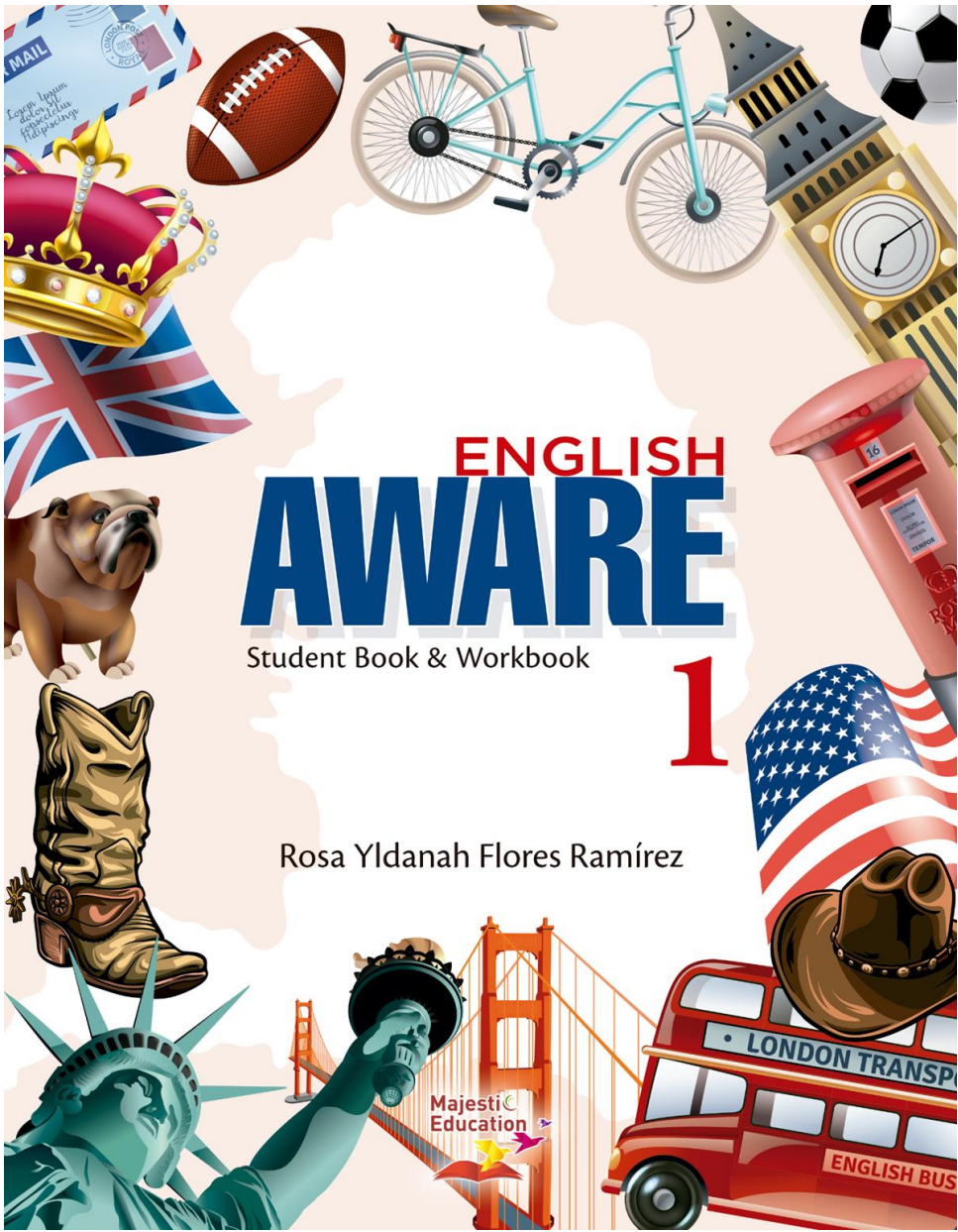
ENGLISH AWARE

Student Book & Workbook

1

Rosa Yldanah Flores Ramírez

Majestic Education

Language is a commodity

- It has 'official' owners
- It can be bought and sold
- It has 'real' and 'authentic' users

Part 1.4
The Origin of 'Standard' English

"Opinions will differ on such matters, but not on a basic truth about language. Writing is a 5500-year-old process of freezing letters onto a page, applied to just a few of 6000 languages.

Speaking is a process of producing sound that likely dates back to the dawn of humanity and is inherent to the existence of every language on earth.

If one of these processes has any claim to authenticity, writing is certainly not the one."

- McWhorter (2011)

The spelling of music

- musiqe
- musyque
- musique
- musyk
- musik
- musike

- musycque
- mewsycke
- musick
- musicke
- musickque

- moosick
- mwsick
- maisick
- masic
- meesic
- misic

Some common 'rules'

- ► Don't start or end a sentence with a preposition
- ► Don't use double negatives
- ► Don't split an infinitive
- ► Don't say "My friend and me…"
- ► Don't use the passive voice

"The preposition in the end of the sentence; a common fault..."

- John Dryden (1672)

"Two negatives in English destroy one another, or equivalent to an affirmative."

- Robert Lowth (1762)
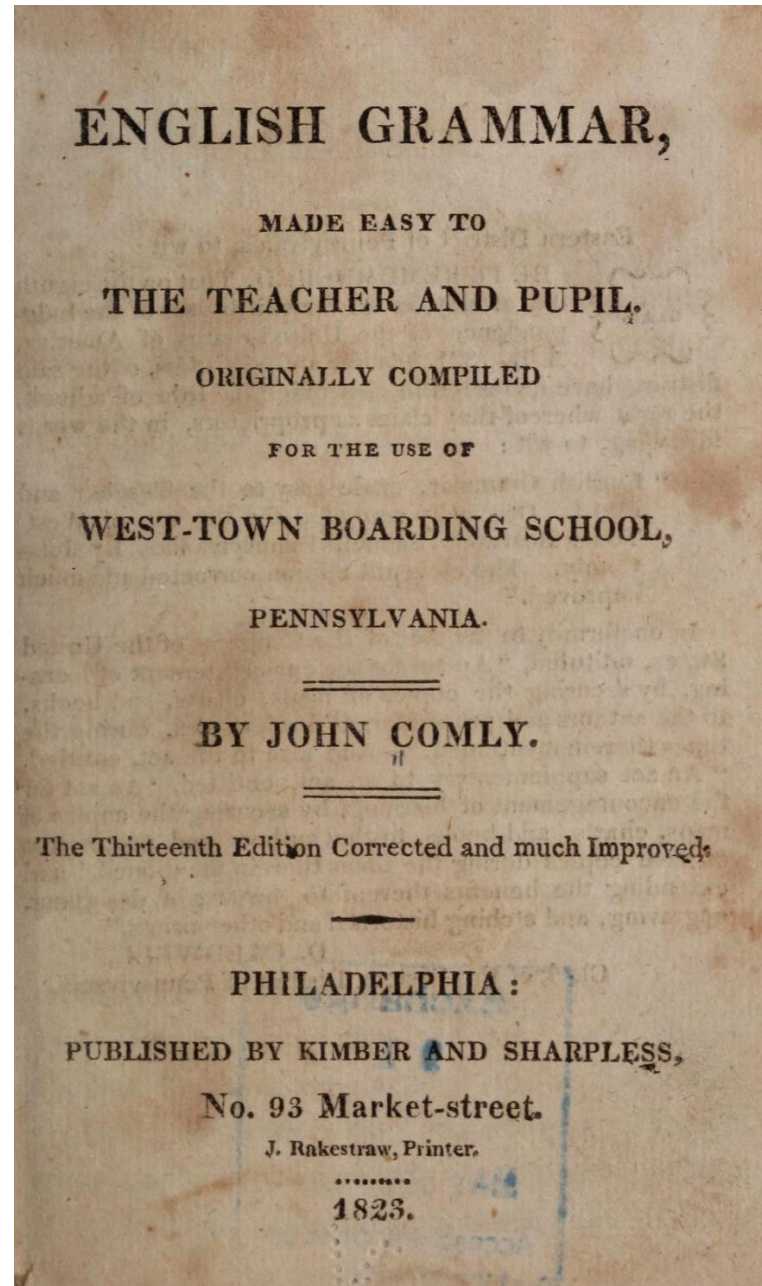
"An adverb should not be placed between a verb of the infinitive mood and the preposition to which governs it."

- John Comly (1803)
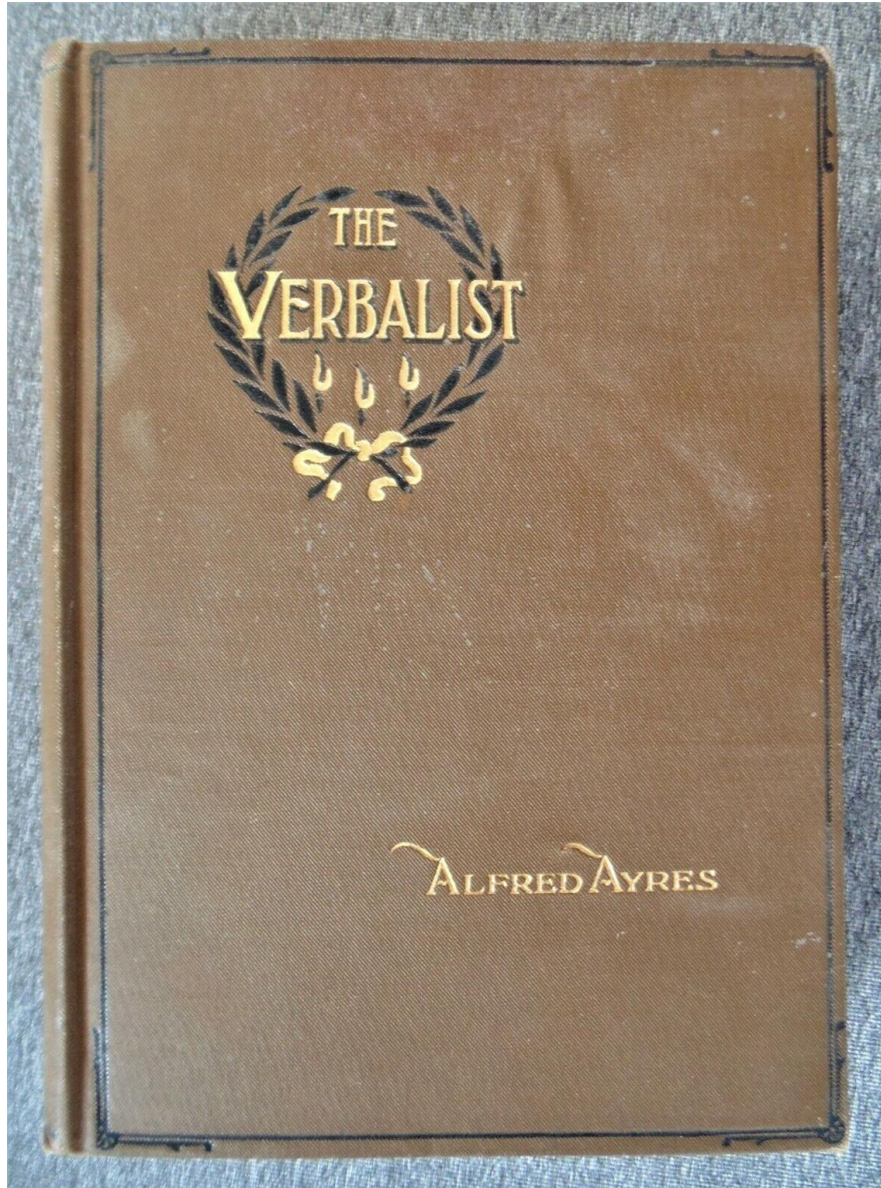
"This form of the personal pronoun is properly used in the nominative case only where increased emphasis is aimed at."

- Alfred Ayres (1881)

TITLES ⌄

	TITLES	APPEARANCES	SCORE
1	**The Elements of Style** *William Strunk* Multiple Editions	15,533	100
2	**A Writer's Reference** *Diana Hacker* St. Martin's / Bedford Books, 1989	14,931	100
3	**A Manual for Writers of Term Papers, Theses, and Dissertations** *Kate L. Turabian* University of Chicago Press, 1955	13,426	100

11. Use the active voice. The active voice is usually more direct and vigorous than the passive:

> I shall always remember my first visit to Boston.

This is much better than

> My first visit to Boston will always be remembered by me.

The latter sentence is less direct, less bold, and less concise. If the writer tries to make it more concise by omitting "by me,"

> My first visit to Boston will always be remembered,

it becomes indefinite: is it the writer, or some person undisclosed, or the world at large, that will always remember this visit?

"This company had a factory in Harlem, where the cases for uprights, squares, and baby grands **were manufactured** by a crew of beer-drinking Germans, skilled artisans. The actions (keyboard, hammers, dampers, etc.) **were bought** from a company that specialized in that and **were installed** at the Horace Waters factory."

- Letters of E.B. White

Shana Poplack

Sociolinguist
University of Ottawa
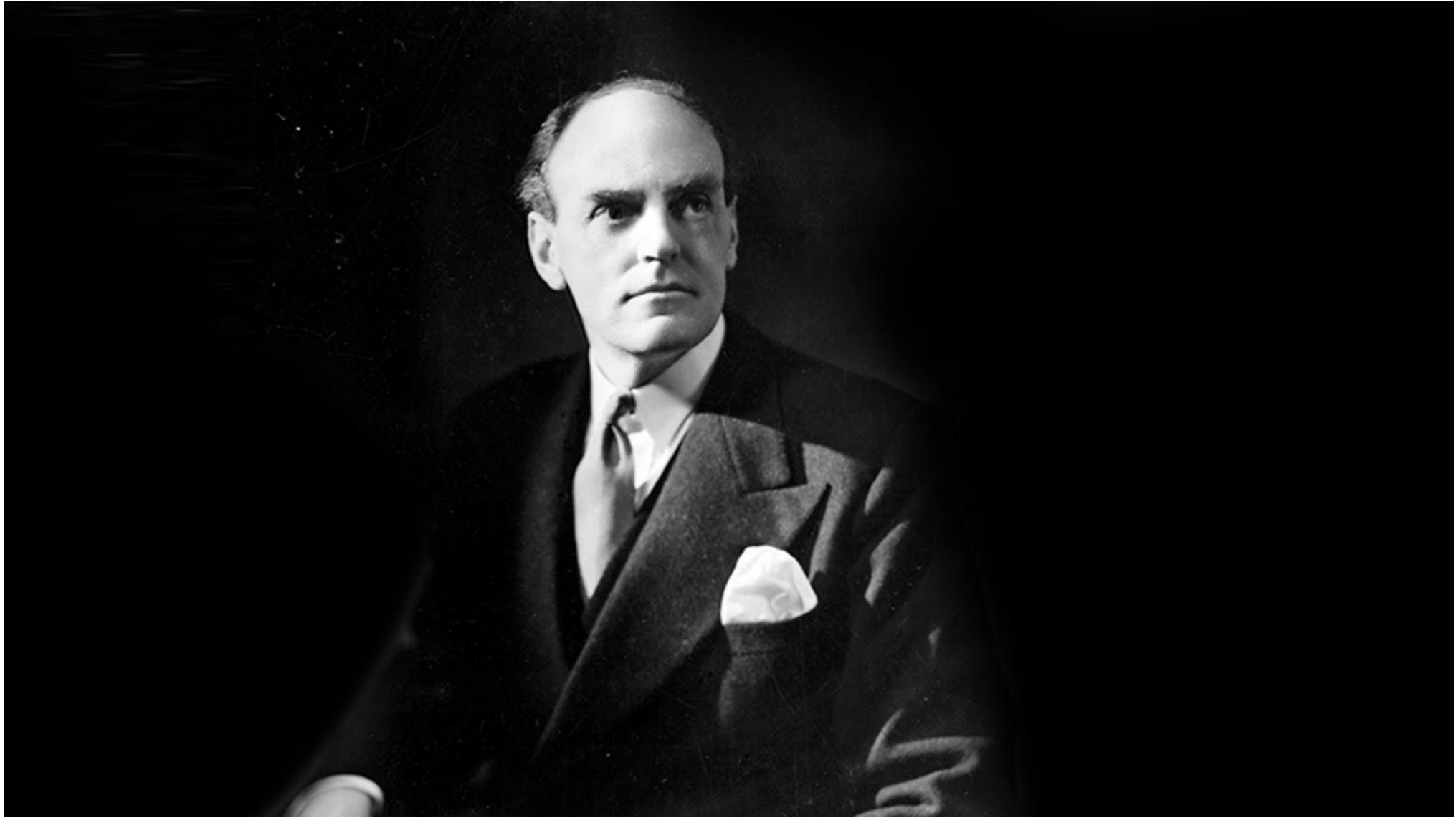
"What I tried to get was a style or quality of English which would not be laughed at in any part of the country."

- Lord Reith (1967)

Where is this accent from?
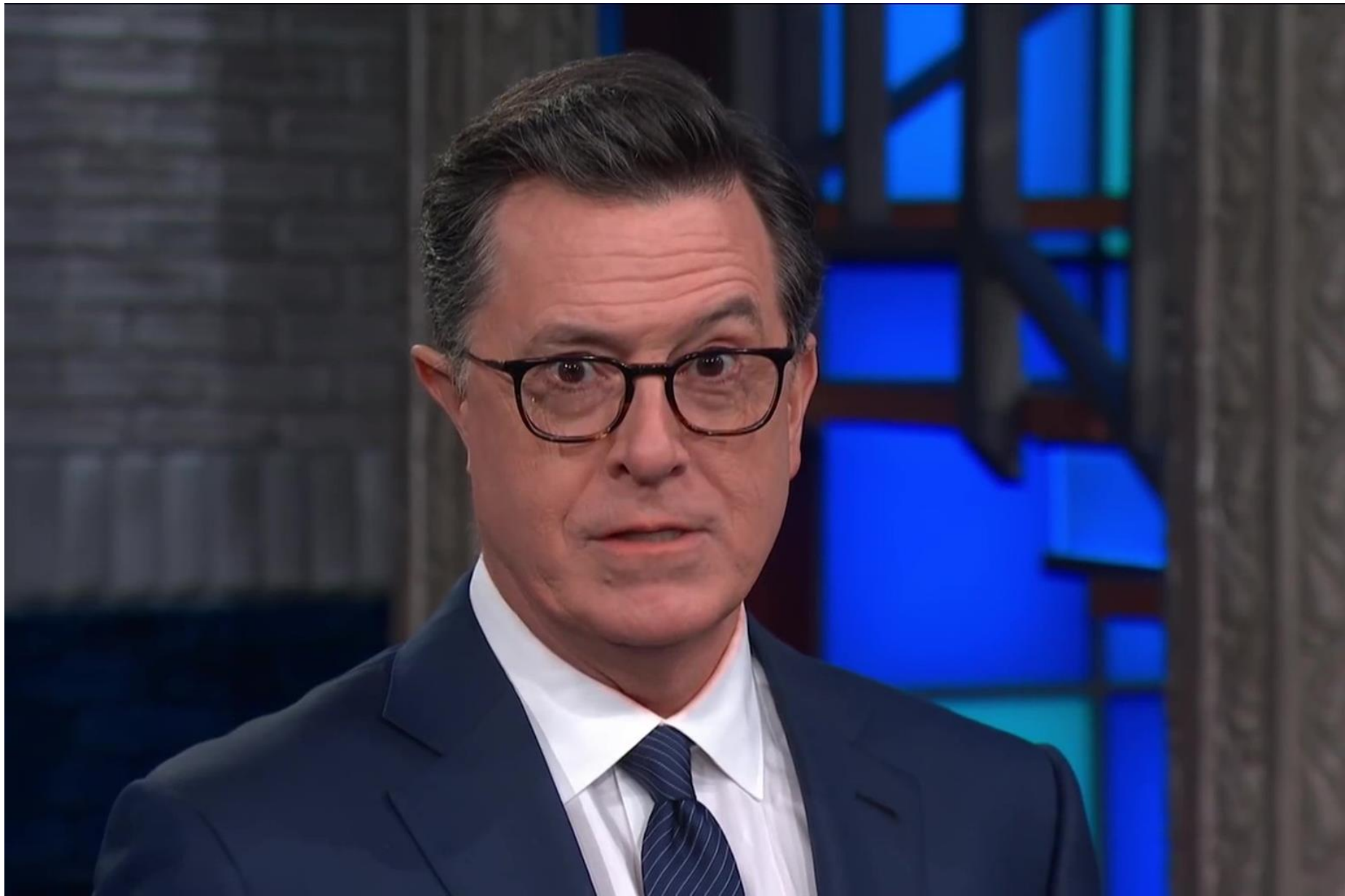
"At a very young age, I decided I was not gonna have a southern accent. Because people, when I was a kid watching TV, if you wanted to use a shorthand that someone was stupid, you gave the character a southern accent. And that's not true. Southern people are not stupid. But I didn't wanna seem stupid. I wanted to seem smart. And so I thought, 'Well, you can't tell where newsmen are from.'"

- Stephen Colbert (2006)

Part 1.5
Language Bias and Discrimination

We don't just acquire language,
we acquire attitudes.

The Good, the Bad, and the Foreign:
The Use of Dialect in Children's
Animated Television

By JULIA R. DOBROW and CALVIN L. GIDNEY

ABSTRACT: This article presents an analysis of visual and behavioral representation of character and dialect in children's animated television programming. Trained coders analyzed a sample of a dozen cartoons, including those aired on cable, network, and the Public Broadcasting Service. Cartoons were coded for a variety of personality and visual characteristics as well as for dialect and foreign accents. Results indicated that children's animated programming continues to underrepresent people of color and women. Linguistically, gender and ethnicity were marked by use of dialect stereotypes. Notably, villains consistently used non-American accents.

Julia R. Dobrow is the coordinator of Children and Media Initiatives at Tufts University. She has published and conducted research in the area of media effects.

Calvin L. Gidney is an assistant professor in the Department of Child Development at Tufts University. His recent research has been in the areas of sociolinguistic development and African American English.

"In many shows, villains spoke with recognizable foreign accents or with varieties of nonstandard American dialects. The foreign accent most often employed by villains was British English."

- Dobrow and Gidney (1998)

Movie trailer

Bias is inevitable

How do you feel about these accents?

- ▶ Alabama
- ▶ Texas
- ▶ British
- ▶ Mexican
- ▶ French
- ▶ Chinese

TABLE 2

t Values for Significance of Mean Differences in Evaluations, English vs. French Judges

Trait	English Guises	French Guises
Height	3.76**	0.30
Good Looks	1.78	4.59**
Leadership	−2.55*	6.19**
Sense of Humor	0.62	3.10**
Intelligence	−2.87**	2.82**
Religiousness	2.44*	−0.15
Self-confidence	−3.02**	4.85**
Dependability	−1.32	1.97*
Entertainingness	−0.52	−0.42
Kindness	1.82	−3.18**
Ambition	−0.57	2.28*
Sociability	−1.87	2.14*
Character	−1.22	3.60**
Likability	−1.34	−0.31

- Lambert, et al (1960)

	Very intelli-gent	Fairly intelligent	Neither intelligent nor unintelligent	Not very intelligent	Not all intelligent	Don't know	NET: Intelligent	NET: Unintelligent
Received Pronunciation / Queen's English	31%	32%	27%	2%	1%	7%	62%	3%
Edinburgh	8%	30%	44%	7%	2%	9%	38%	9%
Devon	5%	23%	46%	12%	3%	10%	28%	15%
Belfast	4%	19%	48%	14%	5%	10%	23%	19%
Cardiff	4%	19%	52%	12%	4%	9%	23%	16%
Manchester	4%	16%	50%	17%	5%	8%	20%	22%
Newcastle	4%	15%	46%	19%	7%	9%	19%	26%
London (Cockney)	3%	14%	43%	25%	7%	7%	18%	32%
Birmingham	3%	12%	44%	22%	11%	8%	15%	33%
Liverpool	3%	12%	40%	24%	13%	8%	15%	37%

- ITV/ComRes (2013)

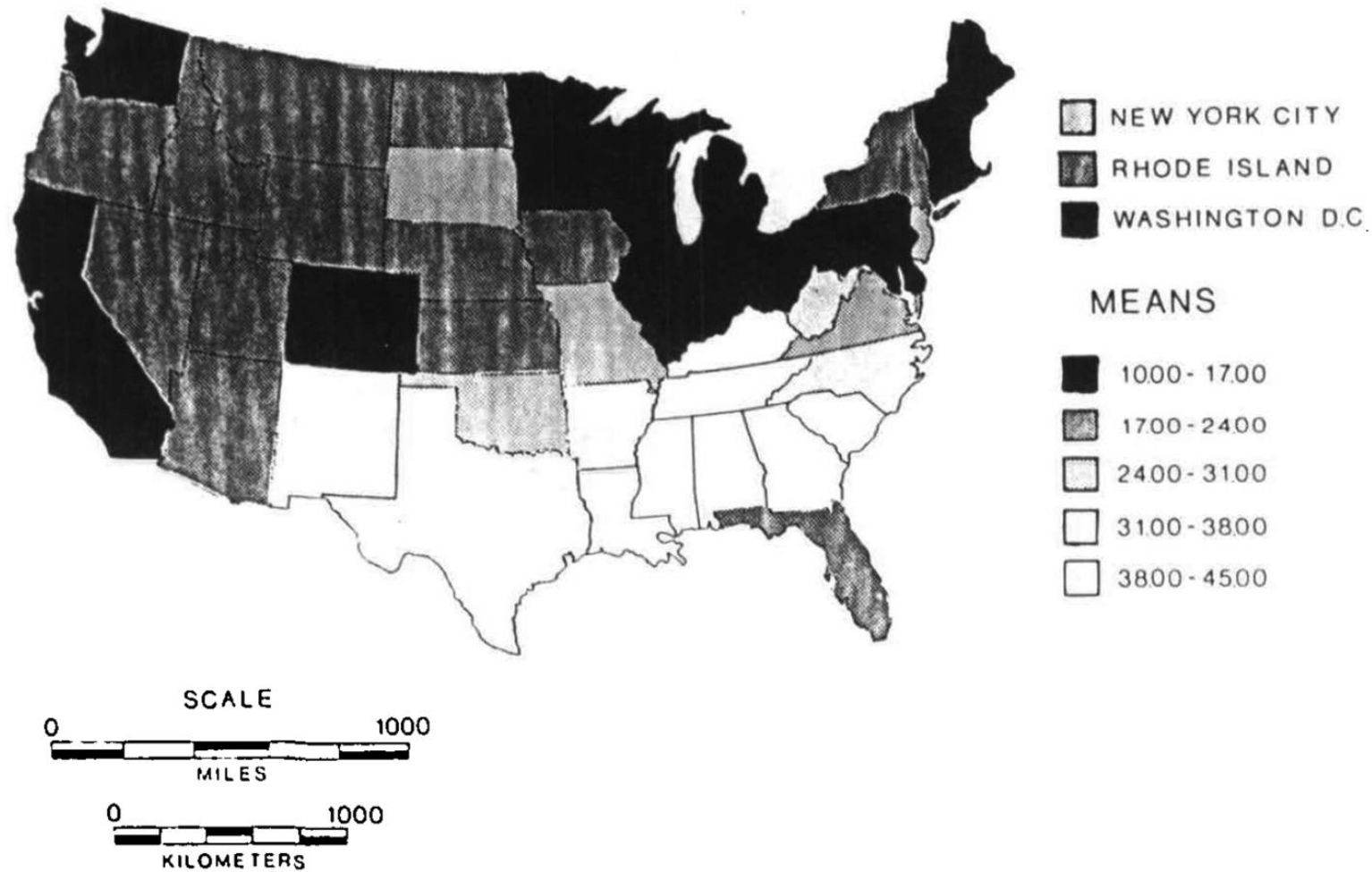FIGURE 16: Ratings of the fifty states, New York City, and Washington, D.C. for language ''correctness'' on a scale of one to fifty-two (1 = ''best'') by seventy-six young, first and second year, white undergraduates from southern Indiana.

- Preston (1986)

Bias is inevitable.
Discrimination is not.

Language discrimination has real-world consequences
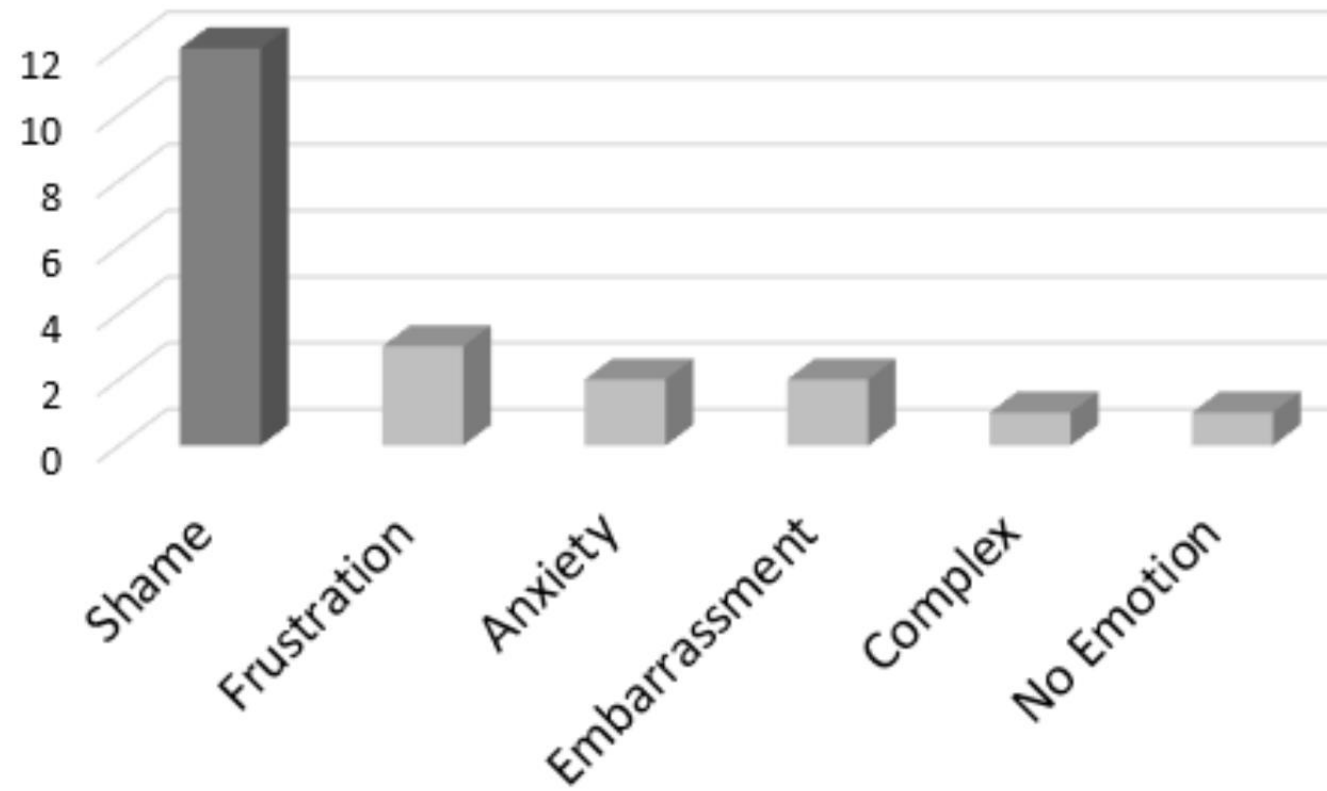
Fig. 1. Interviewees' emotions distribution

Overall accuracy by accent group

In a test of 70 commands by Globalme, a language-localization firm

GOOGLE HOME

Overall accuracy
83%

Accent group	Value
Western U.S.	+3.0
Midwest U.S.	+2.5
Eastern U.S.	+0.5
Southern U.S.	+0.1
Indian langs.	-0.3
Chinese	-2.6
Spanish	-3.2
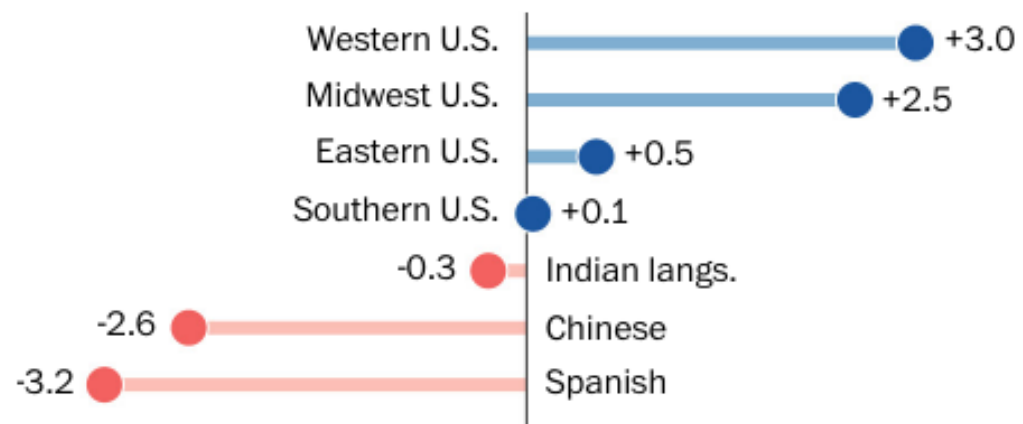
AMAZON ECHO

Overall accuracy
86%

Accent group	Value
Southern U.S.	+3.1
Eastern U.S.	+2.7
Western U.S.	+2.0
Midwest U.S.	+1.0
Indian langs.	-1.8
Chinese	-2.7
Spanish	-4.2
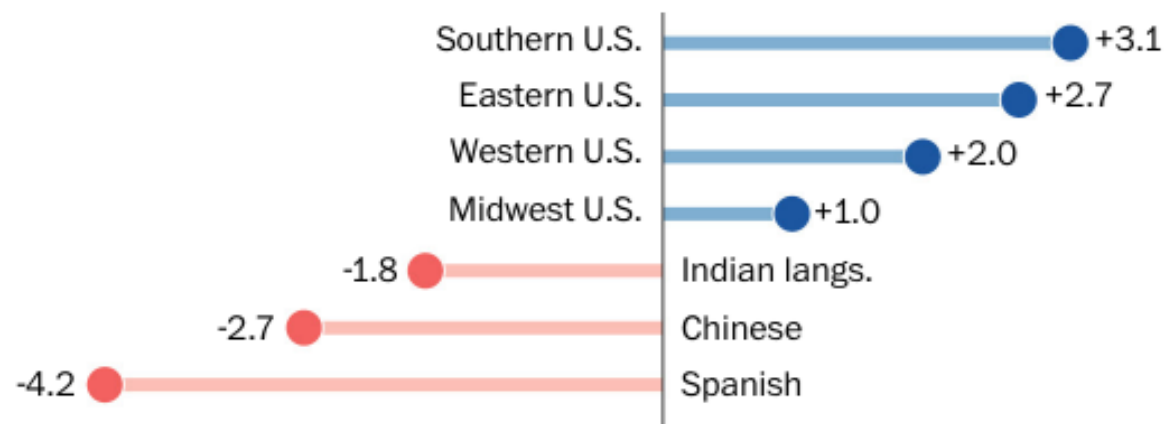
Computer says no: Irish vet fails oral English test needed to stay in Australia

Louise Kennedy, a native English speaker with two degrees, says flawed technology is to blame

"The vet, who is married to an Australian and expecting her first child in October, said she believed the failure was caused by flaws in the voice-recognition technology."

PERCEPTUAL AND PHONETIC EXPERIMENTS ON AMERICAN ENGLISH DIALECT IDENTIFICATION

THOMAS PURNELL
University of Wisconsin–Madison

WILLIAM IDSARDI
University of Delaware

JOHN BAUGH
Stanford University

The ability to discern the use of a nonstandard dialect is often enough information to also determine the speaker's ethnicity, and speakers may consequently suffer discrimination based on their speech. This article, detailing four experiments, shows that housing discrimination based solely on telephone conversations occurs, dialect identification is possible using the word hello, and phonetic correlates of dialect can be discovered. In one experiment, a series of telephone surveys was conducted; housing was requested from the same landlord during a short time period using standard and nonstandard dialects. The results demonstrate that landlords discriminate against prospective tenants on the basis of the sound of their voice during telephone conversations. Another experiment was conducted with untrained participants to confirm this ability; listeners identified the dialects significantly better than chance. Phonetic analysis reveals that phonetic variables potentially distinguish the dialects.

"He tests ads with a series of three calls. First someone speaking with an African-American dialect responds to an ad. Then, a researcher with a Mexican-style Spanish-English dialect calls. Finally, a third caller uses what most people regard as Standard English."

Many times researchers found that the person using the ethnic dialect got no return calls. If they did reach the company, frequently they were told that what was advertised was no longer available, though it was still available to the Standard English speaker.

In no test calls did researchers offer company employees information about the callers' credit rating, educational background, job history or other qualifications.

"Those who sound white get the appointment," Baugh says.

Language becomes an acceptable proxy for discrimination.

10-minute break

Part 2.1
Language Variation (A Healthy Perspective of Language)

Academic English

Standard English

Non-standard English

Foreign English
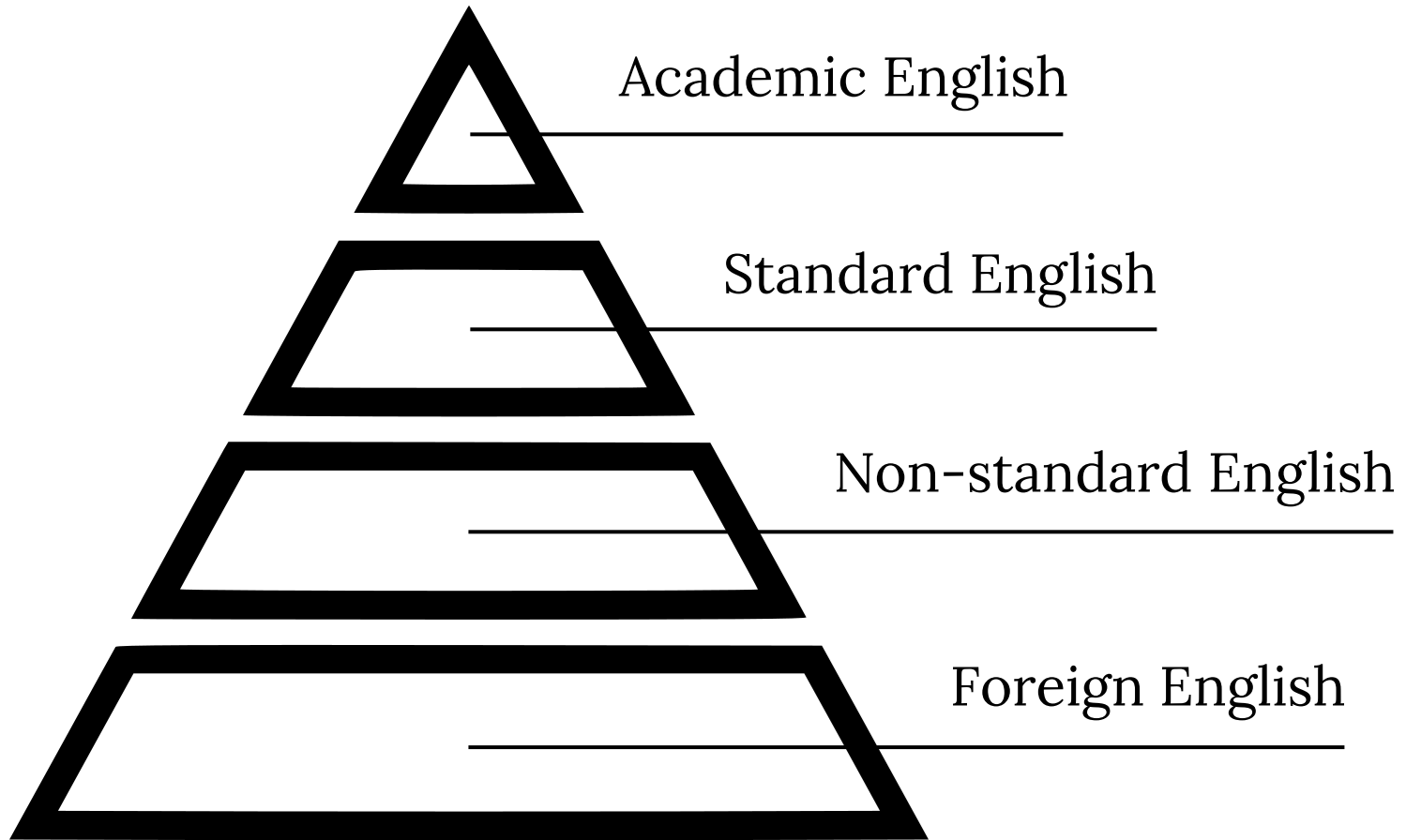
English learner: "I'm terribly sorry for the poor state of my English. I'm not a native speaker and I sometimes have difficulties eliciting from my mind the exquisite concepts of the English lexicon as often I had initially hoped."

Native speaker: "lol k."

"Ask a question."
"Aks a question."

Metathesis

► bird (brid)

► horse (hros)

► wasp (waps)

► dirt (drit)

"Economics."
"Eeconomics."

Good language users can code switch
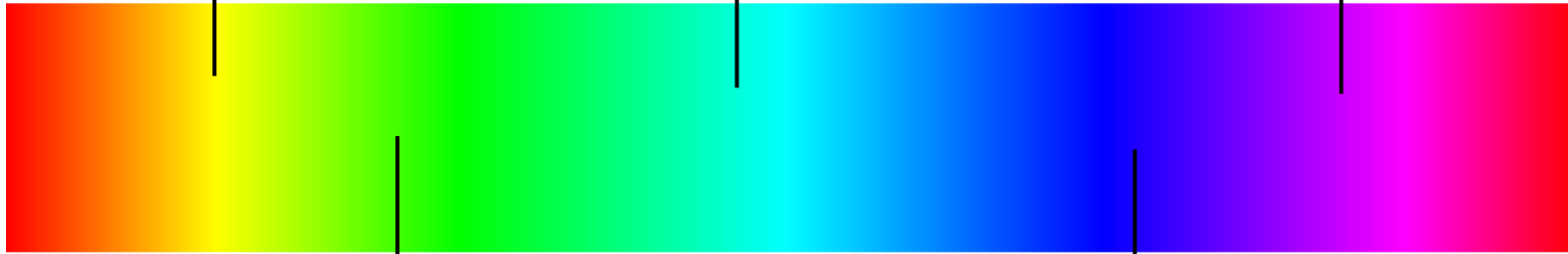
right or wrong ❌

grammatical or ungrammatical ❌

acceptable or unacceptable ✔

We talk like who we talk with

Most Anticipated Earnings Releases for the week beginning May 31st, 2021 Earnings Thread

167 Comments   Award   Share   Save   ...

Chad Money: Episode 2 Meme

Hello again, retards   25° 9:29

583 Comments   Award   Share   Save   ...

People are missing the point on Burry's $534m Tesla short Discussion

People don't see the full idea behind Michael Burry's TSLA short. Every single article is about how he tweeted at papa Musk and how he thinks that the company is the worst thing since he dropped his glass eye into his cat's litter box.

as of ==Tuesday, May 04==,

the squeeze ==has== ==not== been squoze.

the situation (18:16 05/04):

- **short interest:** ==12m== (S3, IB)
  (21% daily float)
- **borrow rate (Interactive Brokers):** ==1.1%==
- **borrow availability (Interactive Brokers):** ==767000==

Language is identity

White US professor Jessica Krug admits she has pretended to be Black for years

Jessica Krug, an activist who teaches African American history, writes Medium post apologizing for false identity

▲ Jessica Krug speaking at the Embassy of Haiti in Washington, DC. Photograph: Samira Rashid/Embassy of Haiti

A seasoned activist and professor of African American history at George Washington University has been pretending to be Black for years, despite actually being a white woman from Kansas City.

In a case eerily reminiscent to Rachel Dolezal, Jessica A Krug took financial support from cultural institutions such as the Schomburg Center for Research in Black Culture for a book she wrote about fugitive resistance to the transatlantic slave trade. But according to a Medium post allegedly written by Krug herself, her career was rooted in a "toxic soil of lies".

Part 2.2
The Consequences of English as a Global Language

First Literacy Professional Development Workshop

English *is* special
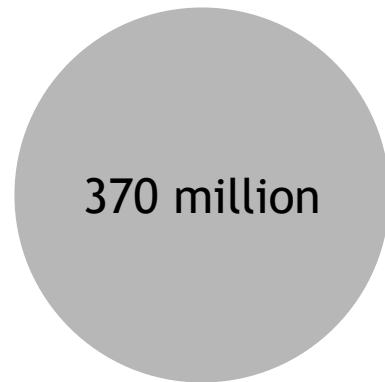
370 million
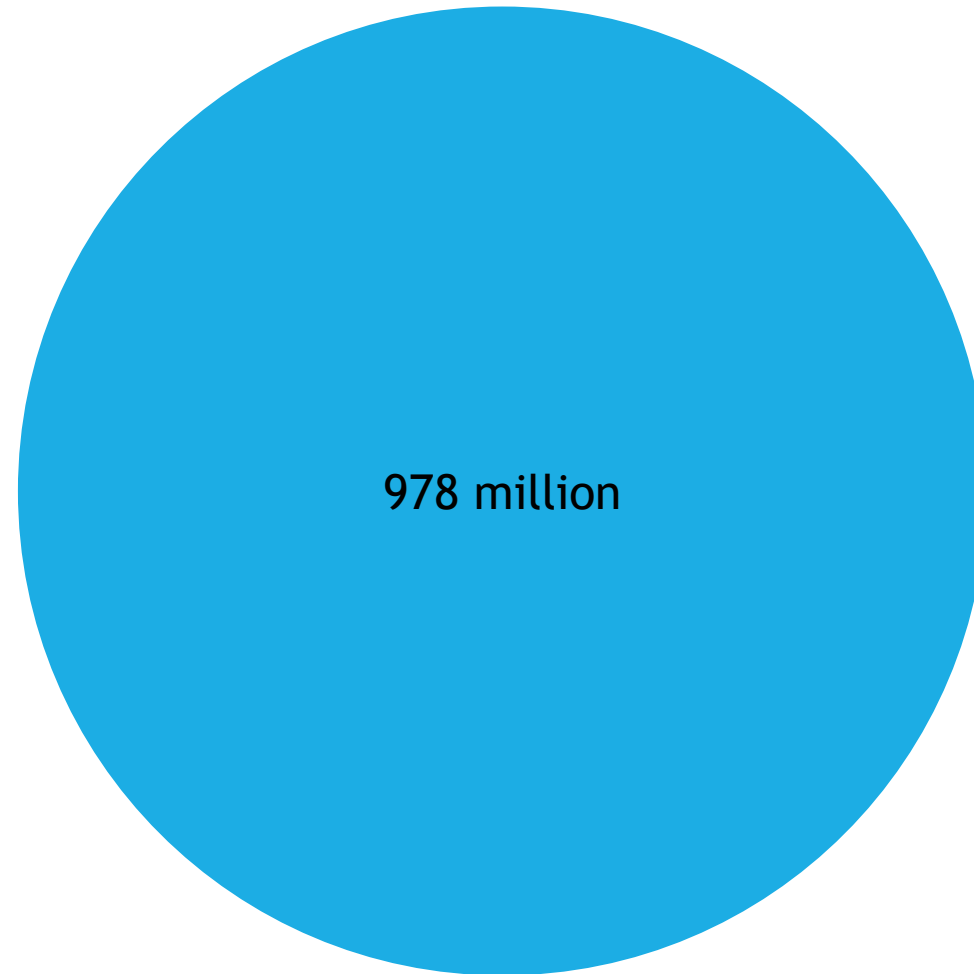
978 million

The native speaker is dead

English as a Lingua Franca (ELF)

ELF has no native speakers and no non-native speakers; neither does it have learners.

It merely has communicators going about their everyday lives.

ELF is not neutral or cultureless.

Instead, it can be seen as a conduit of its speakers communication culture.

To be successful, ELF needs to be 'communication culture three' where we choose effectiveness and efficiency over correctness.

Part 2.3
Evidence-based Methods for Effective EFL Teaching

What is the best way to teach and learn and language?

What do the learners need and want?

HEALTHY EATING PYRAMID

The Bodybuilding Pyramid
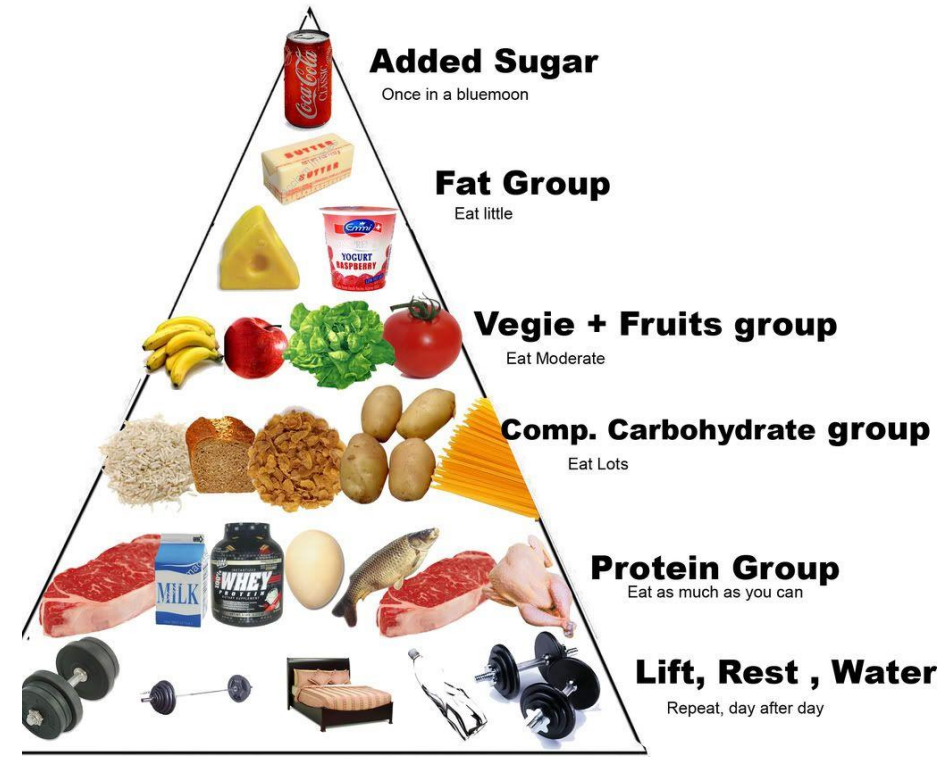
Teach the *student*, not the language

Diane Larsen-Freeman
Linguist
University of Michigan

First Literacy Professional Development Workshop

"There is no 'one right way' to teach (or learn) languages, nor is there a single 'right' syllabus. Students at FSI and in other government language training programs have learned and still do learn languages successfully from syllabi based on audio-lingual practice of grammatical patterns, linguistic functions, social situations, task-based learning, community language learning, the silent way, and combinations of these and other approaches."

- Jackson & Kaplan (1999)

Patsy Lightbown
Applied Linguist
Concordia University

You get good at what you practice

What is the best way to teach vocabulary?

"He's not a francophone, I can confirm that. Nigel will say 'bonjour' with an accent and he can also give the score in French, which is obligatory, but that's all."

-Yves Brenez (Vice president of the Belgian Scrabble Federation)

Teaching vocabulary

▶ Lexical sets: days of the week, colours, clothing

▶ Synonyms: happy, delighted, thrilled, ecstatic

▶ Opposites: light/dark, wide/narrow, hot/cold

"The effect of learning them together is so strong that it can make learning 50% to 100% more difficult. Being 100% more difficult means that it would take twice as many repetitions to learn these words compared to learning unrelated words."

- Nation (TESOL Journal)
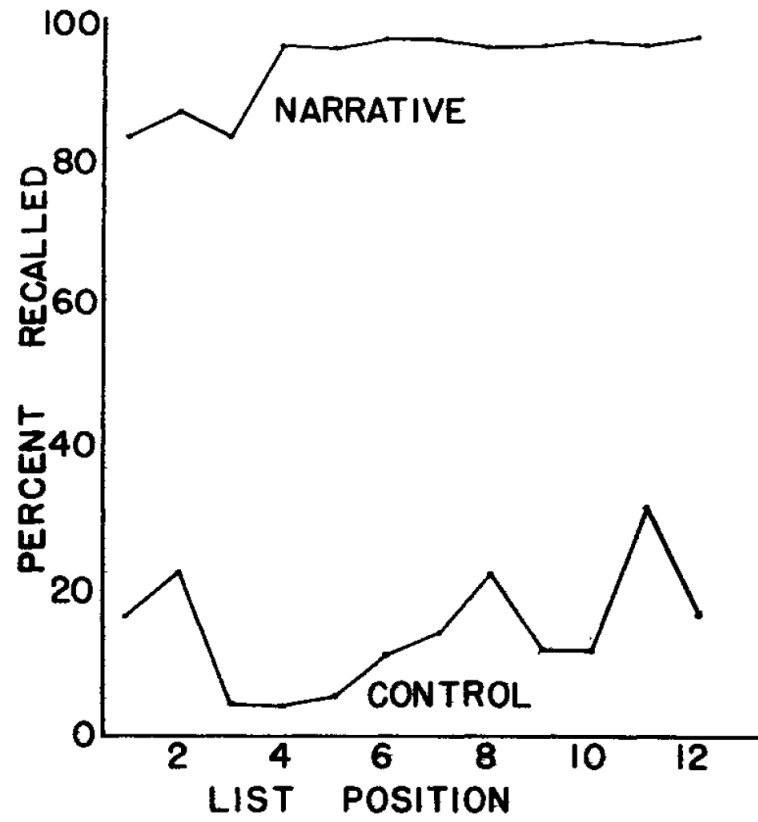
Fig. 1. Median percentages recalled over the 12 lists.

Paul Nation
Language-Acquisition Researcher
University of Wellington

Teaching does not cause learning

What is the best way to assess students?

Can they do what they need to do?

THE ALTE CAN DO PROJECT

English version

**Articles and Can Do
statements produced by the
members of ALTE
1992-2002**

A L T E

Association of Language Testers in Europe

OFFENSIVE

People **MISUNDERSTAND** you

People **DON'T UNDERSTAND** you

People **UNDERSTAND** you
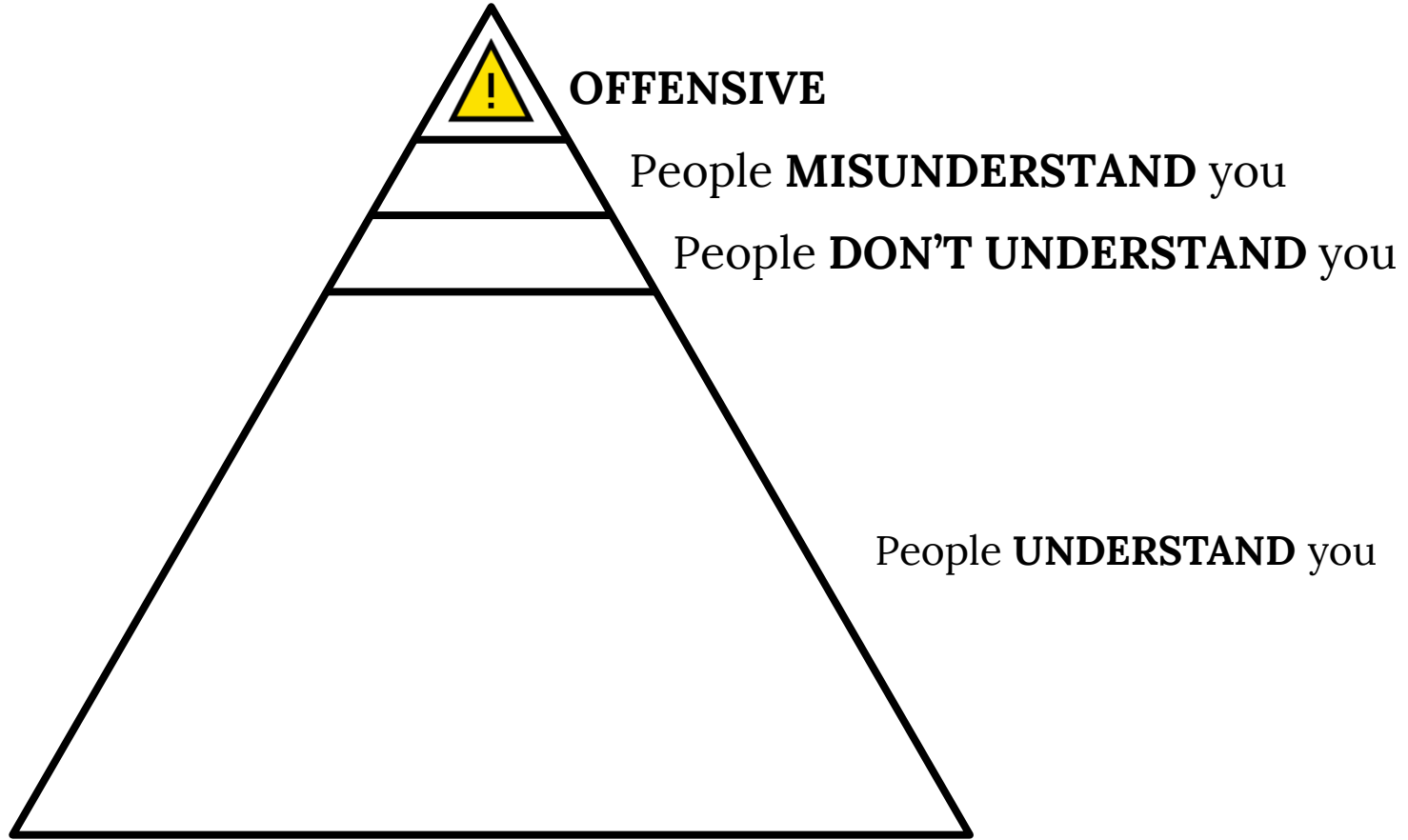
Authentic Intellectual Work and Standardized Tests:

Conflict or Coexistence?

Improving **C**hicago's Schools

Consortium on Chicago School Research

1313 East 60th Street
Chicago, Illinois 60637
773-702-3364

Fred M. Newmann
Anthony S. Bryk
Jenny K. Nagaoka

January 2001

Examples of Sixth Grade Assignments

High Scoring Writing Assignment

Write a paper persuading someone to do something. Pick any topic that you feel strongly about, convince the reader to agree with your belief, and convince the reader to take a specific action on this belief.

Commentary

In this high scoring assignment, demands for construction of knowledge are evident because students have to select information and organize it into convincing arguments. By asking students to convince others to believe and act in a certain way, the task entails strong demands that students support their views with reasons or other evidence, which calls for elaborated written communication. Finally, the intellectual challenge is connected to students' lives because they are to write on something they consider to be personally important.

Low Scoring Writing Assignment

Identify the part of speech of each underlined word below. All eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—are included in this exercise.

1) My <u>room</u> is arranged for comfort and efficiency.
2) As you enter, you will find a <u>wooden</u> table on the left.
3) I write <u>and</u> type.
4) There is a book shelf <u>near</u> the table.
5) On this book shelf, I keep <u>both</u> my pencils and paper supplies.
6) <u>I</u> spend many hours in this room.
7) I <u>often</u> read or write there during the evening.

Commentary

This assignment requires no construction of knowledge or elaborated communication, and does not pose a question or problem clearly connected to students' lives. Instead it asks students to recall one-word responses, based on memorization or definitions of parts of speech.

Figure 3

Students Learn More in Classrooms with High Quality Assignments: Effects on One-Year ITBS Gains
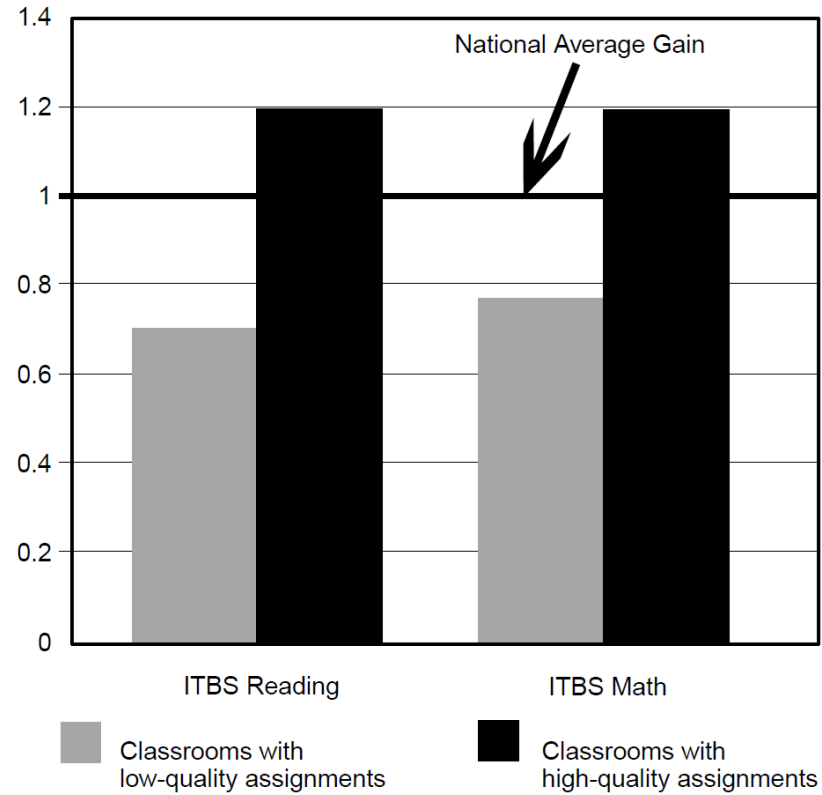
What's the best way to teach pronunciation?

A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language

JENNIFER JENKINS

King's College, London

The starting point of this paper is the recent shift in the use of English, such that non-native speakers (NNSs) using English for international communication now outnumber its native speakers (Crystal 1997; Graddol 1997). This shift, it will be argued, has serious implications for ELT pedagogy. Principal among these is the need for empirically established phonological norms and classroom pronunciation models for English as an International Language (EIL), in which intelligibility for NNS rather than for native speaker (NS) receivers is the primary motivation. Three sets of data drawn from NNS–NNS interaction are provided in order to exemplify the kinds of empirical evidence that are necessary to enable us to make informed claims about phonological intelligibility in EIL. Then follows the author's proposal, based on such evidence, for a revised pronunciation syllabus for EIL, the *Lingua Franca Core*. This core approach, it is suggested, is better able to promote both intelligibility and regional appropriateness among EIL interlocutors, as well as being more teachable, than either of the two most commonly adopted classroom models, Received Pronunciation and General American. Finally, the importance of developing learners' accommodation skills as an integral part of pronunciation teaching for EIL is discussed.

INTRODUCTION: CHANGING CIRCUMSTANCES, CHANGING PRONUNCIATION GOALS

At the start of the twenty-first century, most applied linguists are familiar with the fact that English is now spoken by a considerably greater number of NNSs than NSs. Several scholars have already begun discussing the implications for English Language Teaching (see, e.g., Kachru 1992; Kachru and Nelson 1996; Kasper 1998; Pennycook 1999, 2000; Seidlhofer 1999; Widdowson 1994, 1997). And with the conceptual leap implicit in Cook's recommendation that 'language teaching would benefit by paying attention to the L2 user rather than concentrating primarily on the native speaker' and should 'apply an L2 user model' (1999: 185), second language acquisition researchers look set to enter the debate. Nevertheless, while this paradigm shift is finally gaining acceptance in theory, in practice it has so far had little impact on applied linguistic research design and even less on English language teaching or

David Crystal
Linguist and Author

What's the best way to motivate students?

You get motivated *after* you do something, not before it.

Part 2.4 Conclusion

First Literacy Professional Development Workshop

What do your students want and need?

		Core skill for workers in 2023	Estimated average skill set
1.	Analytical thinking		
2.	Creative thinking		
3.	Resilience, flexibility and agility		
4.	Motivation and self-awareness		
5.	Curiosity and lifelong learning		
6.	Technological literacy		
7.	Dependability and attention to detail		
8.	Empathy and active listening		
9.	Leadership and social influence		
10.	Quality control		
11.	Systems thinking		
12.	Talent management		
13.	Service orientation and customer service		
14.	Resource management and operations		
15.	AI and big data		
16.	Reading, writing and mathematics		
17.	Design and user experience		
18.	Multi-lingualism		
19.	Teaching and mentoring		
20.	Programming		
21.	Marketing and media		
22.	Networks and cybersecurity		
23.	Environmental stewardship		
24.	Manual dexterity, endurance and precision		
25.	Global citizenship		
26.	Sensory-processing abilities		
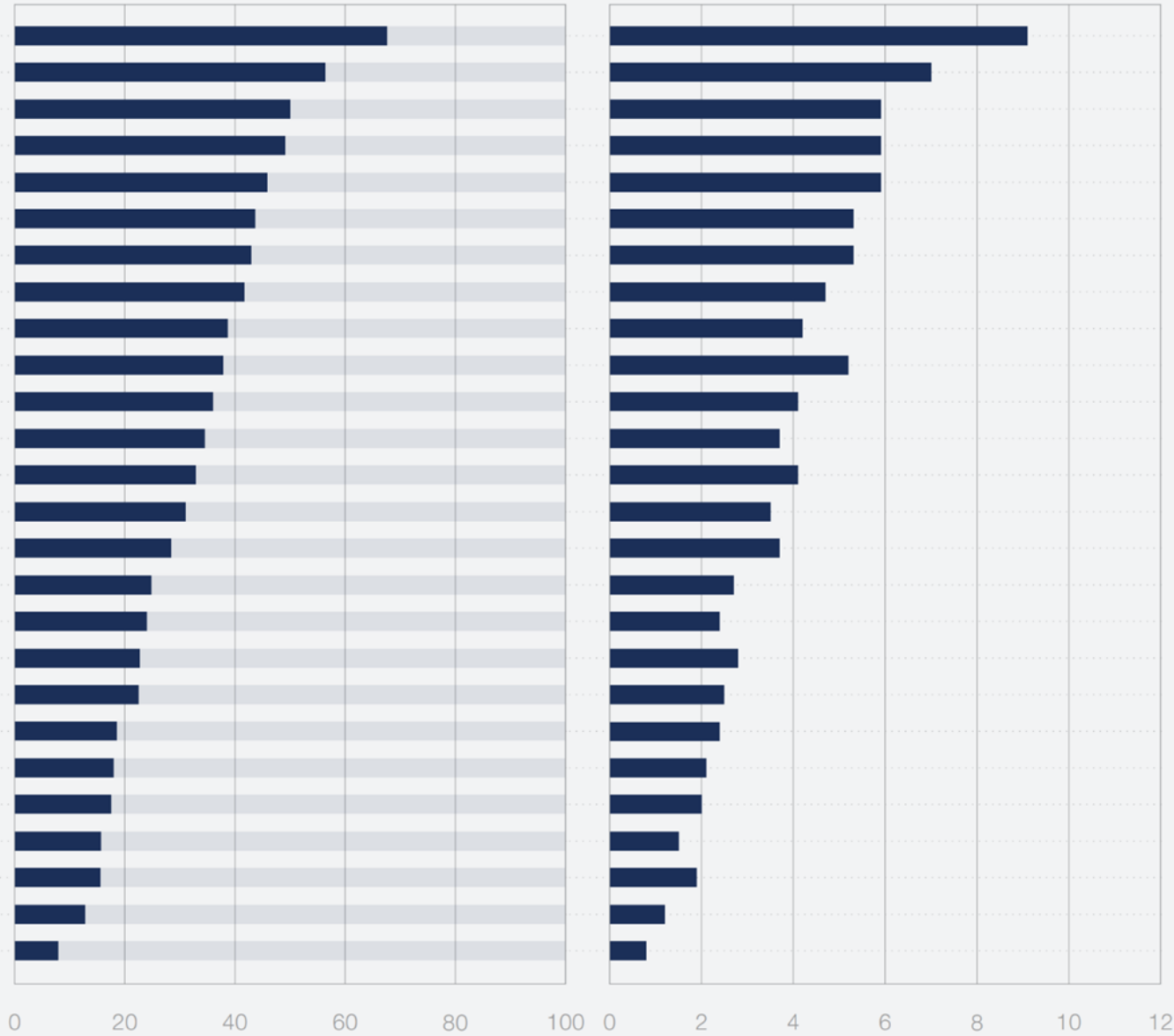
■ Cognitive skills   ■ Physical abilities
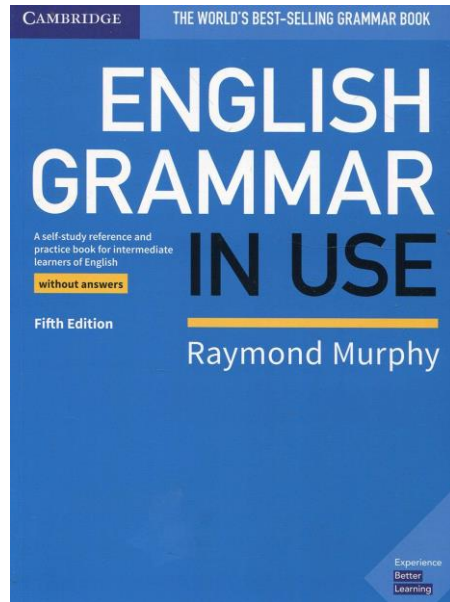
knowledge   activity   knowing

Fluency comes from practice

Perfection = successful communication

Q&A

Thank you!

Learn more about upcoming First Literacy Professional Development Workshops at
www.firstliteracy.org/professional-development-workshops/

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We want your feedback.