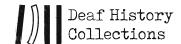
# ACTIVITY 02

# How Language can Include or Marginalise People



LEARNING AREA:	English
YEAR LEVEL(S):	10

CONTENT DESCRIPTIONS	CONTENTELABORATIONS
Language for interaction: understand how language can have inclusive and exclusive social effects, and can empower or disempower people	<ul> <li>identifying language that seeks to align the listener or reader; for example 'of course', 'obviously', 'as you can imagine'</li> <li>identifying the use of first person ('I', 'we') and second person pronouns ('you') to distance or involve the audience</li> </ul>
AC9E10LA01	<ul> <li>identifying language used to reference or indicate shared assumptions</li> <li>identifying language that appeals to shared cultural knowledge, values and beliefs</li> <li>Identifying examples of language that are inclusive or marginalising</li> </ul>

## LEARNING INTENTION/S

I will compare texts to identify how they use language with the aim to include or marginalise people.

### **SOURCES**

'Why Deaf People Must Write' by Karen Lloyd (1980s)

Letter to the Editor by Eli Noble (1950)

<u>Public letter to members of the Australian Association for the Advancement of the Deaf</u> by M. O. Wilson (1930s)

'Deaf and Dumb Land' by Ernest Abraham (early 1900s)

### **INSTRUCTIONS**

- 1. Download *Handout 1 Language for Empowerment* and *Handout 2 How Language can Include or Marginalise People.*
- 2. As a class, review some of the language strategies that are used to include or marginalise the reader. Consider:
  - a. Use of pronouns first-person ('I', 'we'), second-person ('you') and third-person ('he', 'she', 'they', 'them')
  - b. Phrases that align the reader with the writer: 'of course', 'obviously', 'as you can imagine', 'as we know'.
  - c. Making assumptions that a view is shared.
  - d. Language that appeals to shared knowledge, beliefs and values.
- 3. In small groups, read 'Deaf and Dumb Land', written in the early 1900s by Ernest Abraham.
  - a. Identify the language he uses to align himself with the reader.
  - b. Identify the language he uses to describe deaf people.
  - c. How might this text make deaf readers feel included or marginalised?
- 4. Read one of the other sources above and ask the same questions:
  - a. How does the writer align themselves with the reader?
  - b. How does the writer talk about deaf people?