

amy tan mother tongue analysis

amy tan mother tongue analysis explores the intricate relationship between language, identity, and cultural perception as presented in Amy Tan's seminal essay "Mother Tongue." This article delves into how Tan articulates the impact of language on personal and societal identity, particularly focusing on the concept of "mother tongue" as a lens through which the author's experiences and challenges are portrayed. The analysis highlights Tan's use of language variations and her reflections on the limitations and power dynamics associated with different English dialects. By examining the themes, rhetorical strategies, and narrative techniques employed in the essay, this amy tan mother tongue analysis provides a comprehensive understanding of the essay's significance in discussions about linguistic diversity and cultural identity. Readers will gain insights into how Tan's mother tongue shapes her worldview and influences interactions within various social contexts. The following sections will guide the exploration through thematic breakdowns, stylistic elements, and broader implications of Tan's work.

- Overview of Amy Tan's "Mother Tongue"
- Themes in "Mother Tongue"
- Language and Identity
- Rhetorical Strategies and Style
- Impact and Cultural Significance

Overview of Amy Tan's "Mother Tongue"

Amy Tan's essay "Mother Tongue" is a reflective narrative that examines the complexities of language and its influence on identity. The essay centers on Tan's experiences growing up with a mother who spoke limited English, which Tan refers to as "broken" or "fractured" English. Through personal anecdotes, Tan illustrates how language shapes perceptions and interactions, both within families and in broader society. The essay critiques the prejudices associated with non-standard English and challenges the notion that language proficiency defines intelligence or capability.

Summary of the Essay

"Mother Tongue" recounts Amy Tan's observations of her mother's English and the way it affected others' treatment of her. Tan discusses how her mother's language style was often misunderstood or dismissed, leading to stereotypes and discrimination. Tan also reflects on her own relationship with English, acknowledging the influence of her mother's speech on her identity and writing style. The essay argues for the recognition and respect of linguistic diversity and promotes a broader understanding of language as an integral

part of cultural identity.

Contextual Background

The essay was published in 1990 and draws from Tan's personal life as a Chinese American navigating cultural and linguistic boundaries. This context is crucial for understanding the essay's emphasis on the immigrant experience and the challenges faced by non-native English speakers in the United States. Tan's narrative sheds light on the societal expectations of English proficiency and the implications for individuals who communicate in "limited" or "non-standard" forms of English.

Themes in "Mother Tongue"

The primary themes in Amy Tan's "Mother Tongue" revolve around language as a marker of identity, the power of language in social dynamics, and the cultural significance of mother tongue. The essay addresses the intersection of language and ethnicity, highlighting the emotional and psychological impact of linguistic discrimination.

Language as Identity

Tan emphasizes that language is not merely a tool for communication but a core component of identity. The mother tongue, in particular, embodies cultural heritage and familial bonds. Tan's narrative demonstrates how her mother's English reflects her unique identity and experiences, challenging the negative judgments often associated with "imperfect" language.

Power and Perception

The essay explores how language proficiency influences social power and perception. Tan points out that those who speak "standard" English are often granted authority and credibility, while those who speak differently face marginalization. This theme underscores the societal biases embedded in language evaluation and the consequences for individuals who deviate from linguistic norms.

Cultural Heritage and Communication

"Mother Tongue" also highlights the importance of preserving cultural heritage through language. Tan's mother tongue serves as a bridge to her cultural roots and family history. The essay advocates for valuing linguistic diversity as a means of enriching cultural understanding and fostering empathy.

Language and Identity

In the amy tan mother tongue analysis, the intricate link between language and identity is a focal point that reveals the complexities of self-perception and societal belonging. Tan's essay illustrates that language shapes not only how individuals express themselves but also how they are recognized and accepted by others.

The Role of “Broken” English

Tan's portrayal of “broken” English challenges the negative stereotypes associated with it. She argues that this form of English, while different from the standard, is a legitimate and meaningful means of communication. Tan's mother's English carries emotional depth and cultural significance, which often goes unrecognized in mainstream society.

Identity Formation Through Language

The essay highlights how Tan's exposure to her mother's English influenced her own linguistic identity. It shaped her sensitivity to language's nuances and inspired her writing style. This connection demonstrates the role of mother tongue in the formation of personal and creative identity.

Social Implications of Language Variation

Tan addresses the social challenges faced by individuals who speak non-standard English. The amy tan mother tongue analysis reveals how language variation can lead to discrimination, misunderstanding, and barriers to opportunity. The essay calls for greater awareness and inclusivity regarding linguistic differences.

Rhetorical Strategies and Style

Amy Tan employs various rhetorical strategies and stylistic devices in “Mother Tongue” to effectively convey her message and engage readers. These techniques enhance the essay's persuasive power and emotional resonance.

Use of Personal Anecdotes

Tan's reliance on personal stories humanizes the linguistic issues discussed and creates an intimate connection with the audience. These anecdotes illustrate real-life consequences of language prejudice and make abstract concepts tangible.

Contrast and Comparison

The essay contrasts different forms of English—standard versus “broken”—to highlight societal attitudes towards language. Tan juxtaposes her mother’s English with her own to explore different linguistic identities and challenge prevailing judgments.

Tone and Language Choice

Tan’s tone is both reflective and assertive, balancing vulnerability with critique. Her language is accessible yet nuanced, allowing readers to grasp complex ideas about language and identity without alienation.

List of Key Rhetorical Elements

- Personal narrative to establish ethos
- Use of vivid examples for pathos
- Logical appeals to challenge stereotypes
- Repetition of “mother tongue” to emphasize central theme
- Descriptive language to depict linguistic nuances

Impact and Cultural Significance

The Amy Tan mother tongue analysis underscores the essay’s enduring impact on discussions about language, culture, and identity. “Mother Tongue” remains a vital text in understanding the complexities of linguistic diversity in multicultural societies.

Influence on Linguistic Awareness

Tan’s essay has contributed to increased awareness of the value of non-standard English and the experiences of immigrant communities. It challenges educators, policymakers, and readers to reconsider biases and to embrace linguistic plurality.

Representation of Immigrant Experiences

“Mother Tongue” provides a voice to immigrant narratives often marginalized in mainstream discourse. Tan’s portrayal of her mother’s language experience highlights the social and emotional realities faced by many immigrants in adapting to new linguistic environments.

Educational and Social Implications

The essay encourages inclusive educational approaches that respect students' linguistic backgrounds. It advocates for recognizing the legitimacy of various English forms and promoting equity in social and professional contexts.

Broader Cultural Conversations

Tan's work participates in larger conversations about identity, belonging, and multiculturalism. It invites readers to reflect on how language shapes cultural understanding and social integration.

Frequently Asked Questions

What is the main theme of Amy Tan's "Mother Tongue"?

The main theme of "Mother Tongue" is the complexity of language and how it shapes identity, particularly focusing on the challenges faced by non-native English speakers and the impact of 'broken' or 'limited' English on perception and communication.

How does Amy Tan use personal anecdotes in "Mother Tongue"?

Amy Tan uses personal anecdotes to illustrate her experiences with her mother's limited English and how it affected their lives, highlighting the prejudice and misunderstandings they faced, which helps readers connect emotionally with the theme of language and identity.

Why does Amy Tan emphasize the importance of 'mother tongue' in her essay?

Amy Tan emphasizes the importance of 'mother tongue' to show that language is deeply tied to cultural identity and that all forms of English, including non-standard or 'broken' English, are valid and expressive in their own right.

What role does Amy Tan's mother play in the essay "Mother Tongue"?

Amy Tan's mother plays a central role as an example of someone who speaks limited English yet possesses intelligence and insight, challenging stereotypes about language proficiency and highlighting the value of diverse Englishes.

How does Amy Tan address stereotypes about English speakers in "Mother Tongue"?

Tan addresses stereotypes by revealing how people often judge her mother's intelligence based on her English proficiency, arguing that limited language skills do not equate to limited intellect or worth.

What literary devices does Amy Tan use in "Mother Tongue" to convey her message?

Amy Tan uses anecdotes, contrast, repetition, and personal narrative to effectively convey her message about language, identity, and cultural bias.

How does "Mother Tongue" relate to cultural identity?

"Mother Tongue" relates to cultural identity by showing how language is a core part of one's heritage and how speaking in a non-standard form of English can influence one's sense of self and how others perceive them.

What impact did writing "Mother Tongue" have on Amy Tan's view of language?

Writing "Mother Tongue" helped Amy Tan embrace and honor her mother's English and her own linguistic background, recognizing the power and beauty in diverse expressions of language.

How does Amy Tan challenge the notion of 'standard' English in "Mother Tongue"?

Amy Tan challenges the notion of 'standard' English by demonstrating that 'broken' or non-standard English is still meaningful and effective, and that rigid standards often marginalize non-native speakers unfairly.

Additional Resources

1. "Mother Tongue" by Amy Tan: A Critical Analysis

This book offers an in-depth examination of Amy Tan's essay "Mother Tongue," exploring themes of language, identity, and cultural heritage. It discusses how Tan's personal narrative highlights the complexity of linguistic expression within immigrant families. The analysis also considers the social implications of language bias and the power dynamics involved in communication.

2. Understanding Amy Tan's "Mother Tongue": Language and Identity

This work delves into the relationship between language and identity as presented in Tan's essay. It emphasizes how language shapes perception and self-expression, especially for bilingual speakers. The book provides critical perspectives on how Tan's use of varied English forms challenges societal norms about "proper" language.

3. *Language, Culture, and Power in Amy Tan's "Mother Tongue"*

Focusing on the intersection of language and cultural identity, this book analyzes the power structures embedded in linguistic discrimination. It explores Tan's portrayal of her mother's English and the broader implications for immigrant communities in America. The discussion includes themes of respect, prejudice, and empowerment through language.

4. *The Role of "Mother Tongue" in Amy Tan's Literary Works*

This book examines how the themes introduced in "Mother Tongue" resonate throughout Amy Tan's novels and short stories. It highlights the significance of language as a tool for storytelling and cultural preservation. The analysis also considers Tan's nuanced portrayal of mother-daughter relationships shaped by linguistic barriers.

5. *Exploring Bilingualism in Amy Tan's "Mother Tongue"*

This study addresses the challenges and benefits of bilingualism as experienced by Tan and her family. It discusses the emotional and cognitive dimensions of navigating multiple languages. The book also reflects on societal attitudes towards non-standard English and its impact on personal identity.

6. *Critical Perspectives on Amy Tan's "Mother Tongue": Language and Society*

Offering a scholarly critique, this book situates "Mother Tongue" within broader discussions of language politics and social inequality. It analyzes how Tan's narrative exposes prejudices against non-native English speakers. The work encourages readers to reconsider notions of linguistic correctness and cultural legitimacy.

7. *Identity and Expression in Amy Tan's "Mother Tongue"*

This book explores how language influences self-expression and identity formation in Tan's essay. It investigates the emotional resonance of language for immigrant families and the complexities of code-switching. The discussion highlights the importance of embracing linguistic diversity in multicultural societies.

8. *Amy Tan and the Power of Language: Insights from "Mother Tongue"*

Focusing on the empowering aspects of language, this book reveals how Tan reclaims her mother's English as a source of strength. It discusses the essay's impact on readers' understanding of linguistic prejudice and cultural pride. The analysis underscores the transformative potential of accepting diverse language forms.

9. *Teaching "Mother Tongue": Educational Approaches to Amy Tan's Essay*

This resource provides strategies for educators to teach "Mother Tongue" effectively in diverse classrooms. It includes discussion questions, lesson plans, and activities that encourage critical thinking about language and identity. The book aims to foster empathy and appreciation for linguistic diversity among students.

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amy tan mother tongue analysis: Translingual Pedagogical Perspectives Julia Kiernan, Alanna Frost, Suzanne Blum Malley, 2021-09-01 Translingual Pedagogical Perspectives addresses the movement toward translingualism in the writing classroom and demonstrates the practical pedagogical strategies faculty can take to represent both domestic and international monolingual and multilingual students' perspectives in writing programs. Contributors explore approaches used by diverse writing programs across the United States, insisting that traditional strategies used in teaching writing need to be reimagined if they are to engage the growing number of diverse learners who take composition classes. The book showcases concrete and adaptable writing assignments from a variety of learning environments in postsecondary, English-medium writing classrooms, writing centers, and writing programs populated by monolingual and multilingual students. By providing descriptive and reflective examples of how understanding translanguaging can influence pedagogy, Translingual Pedagogical Perspectives fills the gap between theoretical inquiry surrounding translanguaging and existing translingual pedagogical models for writing classrooms and programs. Additional appendixes provide a variety of readings, exercises, larger assignments, and other entry points, making Translingual Pedagogical Perspectives useful for instructors and graduate students interested in engaging translingual theories in their classrooms. Contributors: Daniel V. Bommarito, Mark Brantner, Tania Cepero Lopez, Emily Cooney, Norah Fahim, Ming Fang, Gregg Fields, Mathew Gomes, Thomas Lavalley, Esther Milu, Brice Nordquist, Ghanashyam Sharma, Naomi Silver, Bonnie Vidrine-Isbell, Xiqiao Wang, Dan Zhu

amy tan mother tongue analysis: Generation 1.5 in College Composition Mark Roberge, Meryl Siegal, Linda Harklau, 2009-02-12 '... A well-organized volume with a strong emphasis on pedagogy.' - Trudy Smoke, Hunter College/City University of New York, USA 'Generation 1.5 is the most interesting topic of concern in ESL today, yet publications are few and far between.... The editors clearly know what they're doing.... They know the field, know the subject matter, and understand the problems.... This volume contributes to the thinking in the field.' - Linda Lonon Blanton, University of New Orleans, USA Building on the work that has been done over the past decade, this volume provides theoretical frameworks for understanding debates about immigrant students, studies of students' schooling paths and language and literacy experiences, and pedagogical approaches for working with Generation 1.5 students. Generation 1.5 in College Composition: is designed to help both scholars and practitioners reconceptualize the fields of College Composition and TESOL and create a space for research, theory, and pedagogy focusing on postsecondary immigrant ESL students provides both important new theoretical work (which lays the underpinnings for serious pedagogical innovation) and important new pedagogical approaches. Because of their varied and complex language and literacy profiles, Generation 1.5 students are found in developmental English courses, college ESL courses, and mainstream college writing courses. This volume is directed to preservice and inservice teachers, teacher educators, and researchers involved with educating Generation 1.5 students in these and other contexts.

amy tan mother tongue analysis: Toward Translingual Realities in Composition Nancy Bou Ayash, 2019-09-26 Toward Translingual Realities in Composition is a multiyear critical ethnographic study of first-year writing programs in Lebanon and Washington State—a country where English is not the sole language of instruction and a state in which English is entirely dominant—to examine the multiple and often contradictory natures, forces, and manifestations of language ideologies. The book is a practical, useful way of seriously engaging with alternative ways of thinking, doing, and learning academic English literacies. Translingualism work has concentrated on critiquing monolingual and multilingual notions of language, but it is only beginning to examine translingual enactments in writing programs and classrooms. Focusing on language representations and practices at both the macro and micro levels, author Nancy Bou Ayash places the study and teaching of university-level writing in the context of the globalization and pluralization of English(es) and other languages. Individual chapters feature various studies that Bou Ayash brings together to address how students act as agents in marshaling their language practices and resources and shows

a deliberate translingual intervention that complicates and enriches students' assumptions about language and writing. Her findings about writing programs, instructors, and students are detailed, multidimensional, and complex. A substantial contribution to growing translingual scholarship in the field of composition studies, *Toward Translingual Realities in Composition* offers insights into how writing teacher-scholars and writing program administrators can more productively intervene in local postmonolingual tensions and contradictions at the level of language representations and practices through actively and persistently reworking the design and enactment of their curricula, pedagogies, assessments, teacher training programs, and campus-wide partnerships.

amy tan mother tongue analysis: Non-Native English-Speaking Teachers Revisited Xuan Zheng, 2025-03-31 Drawing on ethnographical evidence, this book examines the complexity of the controversial construct "Non-Native English-Speaking Teacher" (NNEST) and the newly proposed "translingual/translanguaging teacher" in re-scripting their identities. Zheng examines the process of international graduate students' learning to become composition teachers and English professionals in the United States. The book addresses the danger of either constructing fixed boundaries or dissolving them and helps readers to understand the duality of fixity and fluidity in identity development. Zheng advocates for open dialogue between different ideologies in approaching language diversity in schools with the same aim of social justice. This volume will attract academic readers from a range of disciplines and in different contexts: trainers of international teaching assistants, composition/second language writing scholars, and present or future professionals in TESOL/second/foreign language teaching.

amy tan mother tongue analysis: Rethinking Language Education in the Age of Generative AI Zhongfeng Tian, Chaoran Wang, 2025-05-20 *Rethinking Language Education in the Age of Generative AI* bridges the gap between theory, research, and practice in AI and language education. Through conceptual pieces, empirical studies, and practical applications, this book provides critical insights and implications for reimagining language education in the age of generative AI. The contributors explore a wide range of issues, reflections, and innovations in AI and language education across diverse contexts, including English as a Second Language (ESL), English as a Foreign Language (EFL), foreign language learning, postsecondary pathways programs for international students, and language teacher education programs. Topics examined include critical AI literacy, GenAI-informed second language teaching and assessment, teacher and student perceptions, tool development for language learning, as well as ethical considerations, policies, and guidelines. The book incorporates interdisciplinary perspectives, such as L2/foreign language studies, education, and applied linguistics, as well as global insights from countries like the United States, Canada, South Korea, Thailand, Indonesia, and the Philippines. This book is essential for students and researchers seeking to leverage AI to enhance language teaching and learning in innovative, critical, ethical, and responsible ways.

amy tan mother tongue analysis: The Bedford Guide for College Writers with Reader, Research Manual, and Handbook with 2009 MLA and 2010 APA Updates X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2010-04 When it was first published twenty years ago, *The Bedford Guide for College Writers* brought a lively and innovative new approach to the teaching of writing. Since that time, authors X. J. and Dorothy M. Kennedy have won praise for their friendly tone and their view, apparent on every page of the text, that writing is the usually surprising, often rewarding art of thinking while working with language. More recently, experienced teacher and writer Marcia F. Muth joined the author team, adding more practical advice to help all students — even those underprepared for college work — become successful academic writers. While retaining the highly praised Kennedy touch, *The Bedford Guide* continues to evolve to meet classroom needs. The new edition does even more to build essential academic writing skills, with expanded coverage of audience analysis, source-based writing, argumentation and reasoning, and more.

amy tan mother tongue analysis: The Bedford Guide for College Writers with Reader, Research Manual, and Handbook X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, 2011-01-06 With its process-oriented rhetoric, provocative thematic reader, up-to-date research manual, and

comprehensive handbook, *The Bedford Guide for College Writers* gives your students the tools they need to succeed as writers -- all in one book. Each of the book's four main components has been carefully developed to provide an engaging, well-coordinated guide for student writers. This edition's new, more open design and sharper focus on active learning do even more to help students develop transferable skills. *The Bedford Guide for College Writers* prepares students to be the confident, resourceful, and independent writers they will need to be.

amy tan mother tongue analysis: *Annotated Instructor's Edition* Kim Flachmann, 2004-02

amy tan mother tongue analysis: *Translanguaging and Transformative Teaching for Emergent Bilingual Students* City University of New York-New York State Initiative on Emergent Bilinguals, 2020-11-26 A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project's positive impact on instruction and assessment in different contexts, and explores the potential for transformation in teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for combatting racism, monolingualism, classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.

amy tan mother tongue analysis: *Crossing Cultures* Judith Oster, 2003 In this important new study, Judith Oster looks at the literature of Chinese Americans and Jewish Americans in relation to each other. Examining what is most at issue for both groups as they live between two cultures, languages, and environments, Oster focuses on the struggles of protagonists to form identities that are necessarily bicultural and always in process. Recognizing what poststructuralism has demonstrated regarding the instability of the subject and the impossibility of a unitary identity, Oster contends that the writers of these works are attempting to shore up the fragments, to construct, through their texts, some sort of wholeness and to answer at least partially the questions Who am I? and Where do I belong? --Book Jacket.

amy tan mother tongue analysis: Teaching Practices and Language Ideologies for Multilingual Classrooms Bhusal, Ashok, 2021-06-25 While standard language ideology (SLI) is harmful in its exclusion of minorities through expression of language and race, translanguaging provides a positive scaffolding characterized by the disposition of openness. Translanguaging suggests that each utterance creates meaning and is a direct rebellion against SLI. It privileges unprivileged varieties of English over so-called Standard English. In order to combat SLI, scholars have emphasized the need for congenial multicultural spaces where students can use their cultural and linguistic resources as an asset and which supports the idea of students learning from each other through their diversity. *Teaching Practices and Language Ideologies for Multilingual Classrooms* is an essential scholarly publication that examines the educational necessities for diverse student populations and multilingual students and provides rich teaching resources for guiding the creation of classroom environments that engage multilingual students and support their writing and problem-solving skills. Featuring a range of topics such as ethics, code-switching, and language education, this book is ideal for teachers, instructional designers, academicians, sociologists, administrators, language professionals, researchers, and students.

amy tan mother tongue analysis: Educational Opportunity for ESL Students : Academic and English Language Instruction at Newton High Craig Barrett Wilson, 1998

amy tan mother tongue analysis: From Language to Creative Writing Philip Seargeant, Bill Greenwell, 2013-02-14 Developed by The Open University, this textbook offers an innovative introduction to the study of the English language and the practices, skills and strategies of creative writing. For anyone studying English Language or Creative Writing at tertiary level or in higher

education, or for developing writers and those interested in the nature of linguistic creativity, it offers a uniquely integrated approach. Readers will better understand the structure and uses of language and be able to use a full range of strategies in crafting and developing their own writing. Offering a detailed investigation of language, the authors examine both everyday use and examples from literature and the media to illustrate the diverse ways in which language is used in a variety of social contexts. They consider accent and dialect, standard and non-standard English, how language use varies according to its purpose, and the relationship it has to identity. Interwoven with the study of language are creative writing chapters that introduce strategies for the reader to draw upon in their own writing. Practical writing exercises develop the ability to select and shape language for different effects, create 'voice' in a story, and utilise patterns of sound in the composition of poetry. This unique textbook will develop a better appreciation of language in use, as well as the skills to craft writing in distinctive ways.

amy tan mother tongue analysis: *Composing Identity Through Language, Culture, Technology, and the Environment* Sibylle Gruber, 2005

amy tan mother tongue analysis: College Writing and Beyond Anne Beaufort, 2008-02-06 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe. Still, most universities organize the required first-year composition course as if there were an intuitive set of general writing skills usable across academic and work-world settings. In *College Writing and Beyond: A New Framework for University Writing Instruction*, Anne Beaufort reports on a longitudinal study comparing one student's experience in FYC, in history, in engineering, and in his post-college writing. Her data illuminate the struggle of college students to transfer what they learn about general writing from one context to another. Her findings suggest ultimately not that we must abolish FYC, but that we must go beyond even genre theory in reconceiving it. Accordingly, Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse, and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation. Her data urge attention to issues of learning transfer, and to developmentally sound linkages in writing instruction within and across disciplines. Beaufort advocates special attention to discourse community theory, for its power to help students perceive and understand the context of writing.

amy tan mother tongue analysis: Empowering Students Through Multilingual and Content Discourse Finley, Stacie Lynn, Correll, Pamela, Pearman, Cathy, Huffman, Stephanie, 2023-07-25 *Empowering Students Through Multilingual and Content Discourse* is a peer-reviewed research book that challenges the traditional monolingual classroom approach, where the teacher's voice dominates and only the dominant culture's language is considered the path to success. The book aims to empower students by creating classroom spaces where all voices are heard, valued, and empowered. It draws on research from scholars who study discourse and offers insights into how discourse can be used to promote language and literacy development, honor all students' voices, and empower them. This book also provides guidance on culturally and linguistically sustaining discourse practices and encourages educators to incorporate students' home languages and discourse practices in classroom instruction. It challenges educators to move away from centering White English and represent language more responsibly within the classroom. This research is a valuable resource for academic scholars and a useful tool for teachers looking to cultivate student-centered classroom practices. By encouraging discourse among students, educators can create a space where human life holds meaning, and students feel empowered to act and use their voices.

amy tan mother tongue analysis: Plurilingual Pedagogies Sunny Man Chu Lau, Saskia Van Viegen, 2020-04-10 This book critically engages with theoretical shifts marked by the 'multilingual turn' in applied linguistics, and articulates the complexities associated with naming and engaging with the everyday language practices of bi/multilingual communities. It discusses methodological approaches that enable researchers and educators to observe and interact with these communities and to understand their teaching and learning needs. It also highlights pedagogical approaches and

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