



Amy Tan Mother Tongue Summary

Summary for Amy Tan's "Mother Tongue"

The essay is chiefly about the writer's own rumination and judgment about how "broken English" compared to Standard English. Moreover it came to her sense that language not only "authorizes" individuals to participate as members of a designated community, it is also a essential key in enabling individuals to establish and define the dimensions of their identity. Though a lover of language and an erudite lover of language she is, she has never recognized this concept until she realized that she has never appeared eloquent and rhetoric in front of her mother. She once again consciously aware of the "type" of language she used on daily and intimacy basis when she noted that her husband did not have a slightest reaction when she uttered a grammatically wrong phrase. Thinking about it, she knew it was because for over twenty years living together, that "wrong" kind of English has been used frequently in their conjugal life. And it came to her sense the presence of a different sort of language, the language of intimacy, the familial English.



“

Writing is an extreme
privilege but it's also a gift.
It's a gift to yourself
and it's a gift
of giving a story to someone.

-Amy Tan

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To demonstrate

this kind of family talk, Mrs. Tan quoted a story that her mother had told her. It was a very trivial story but the thing that worth looking at was her mother's grammar. The quoted parts were filled with grammatical mistakes and the text was quite confusing. Yet, her mother had better command in English than all that was ostensibly showed in her story. She could read very sophisticated and high level documents without much difficulty. However, some of Tan's friends confessed that her mother language was not very comprehensive because most of them could only get 50% or less what Tan's mother was trying to say. But to the writer's, her mother tongues was as vivid, graphical, and comprehensive as ever as she confides that it was this language that she discovered the world. No matter how she appreciated her mother tongue as a tool that had enabled her to know the world, she realized that it was a "broken English" though she was quite agitated about calling it "broken" since she could find no way to fix it or to bring about its accuracy, and correctness. She also disturbed by other terms such as "limited English" because she thought it also implied the edge of the understanding of the speaker of other. Moreover, she feel abash by her mother English because her mother's imperfect English makes Tan feel like her thinking is also defective. And not only Tan, but many others never took her mom seriously because either they did not comprehend her or did not hear her. Tan's mother was also conscious of the limitations of her English. That's why she used to have Tan to answer phone calls which led to troublesome and tricky situations in which Tan had to yell

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**Julia Kiernan, Alanna Frost, Suzanne
Blum Malley**



Amy Tan Mother Tongue Essay Summary:

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 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 reimaged 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

Educational Opportunity for ESL Students : Academic and English Language Instruction at Newton High Craig

Barrett Wilson,1998 **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 **Prentice Hall Literature Timeless Voices Timeless Themes English Learners Companion Revised Grade 11 Seventh Edition 2004** Prentice-Hall Staff,□□□,2003-06 The American Experience and The British Tradition enable your students to connect literature with historical content Special features such as Focus on Literary Forms The Emerging American Identity and The Story of Britain keep students engaged as they experience both American and British literature within rich historical backdrops **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 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

Real Essays with Readings Susan Anker,2011-12-28 *Real Essays* delivers the powerful message that good writing thinking and reading skills are both essential and achievable From the inspiring stories told by former students in *Profiles of Success* to the practical strategies for community involvement in the new *Community Connections* *Real Essays* helps students to connect the writing class with their real lives and with the expectations of the larger world So that students don't get overwhelmed the book focuses first on the most important things in each area such as the Four Most Serious Errors in grammar the Four Basics of each rhetorical strategy and the academic skills of summary analysis and synthesis Read the preface

Challenging Common Core Language Arts Lessons Clg Of William And Mary/Ctr Gift Ed,2021-09-03 This book from the Center for Gifted Education at William Mary provides gifted and advanced learners challenging activities to master and engage with the Common Core State Standards for English Language Arts through four mini units Each mini unit is packed with activities that enrich and extend grade level ELA content for grade 7 Included texts have messages and characters that are developmentally suitable for students Through higher order reasoning questions resulting discussions and student created products associated with these texts gifted and advanced students needs are met while still maintaining messages and characters to which students can relate Students will be exposed to themes such as conflict tragic flaws civil rights and tolerance Each theme was chosen with advanced seventh grade students in mind and their emerging need to learn more about themselves their world and how to work through adversity to accomplish their goals

Grade 7 **Teaching U.S.-Educated Multilingual Writers** Mark Roberge,Kay M. Losey,Margi Wald,2015-06-04 This volume was born to address the lack of classroom oriented scholarship regarding U S educated multilingual writers Unlike prior volumes about U S educated multilinguals this book focuses solely on pedagogy from classroom activities and writing assignments to course curricula and pedagogical support programs outside the immediate classroom Unlike many pedagogical volumes that are written in the voice of an expert researcher theorist this volume is based on the notion of teachers sharing practices with teachers All of the contributors are teachers who are writing about and reflecting on their

own experiences and outcomes and interweaving those experiences and outcomes with current theory and research in the field The volume thus portrays teachers as active reflective participants engaged in critical inquiry Contributors represent community college college and university contexts academic ESL developmental writing and first year composition classes and face to face hybrid and online contexts This book was developed primarily to meet the needs of practicing writing teachers in college level ESL basic writing and college composition classrooms but will also be useful to pre service teachers in TESOL Composition and Education graduate programs

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

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

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 Beyond Grammar Mary R. Harmon, Marilyn J. Wilson, 2012-09-10 Beyond Grammar Language Power and the Classroom asks readers to think about the power of words the power of language attitudes and the power of language policies as they play out in communities in educational institutions and in their own lives as individuals teachers and participants in the larger community Each chapter provides extended discussion of a set of critical language issues that directly affect students in classrooms the political nature of language the power of words hate language and bullying gender and language dialects and language policies Written for pre service and practicing teachers this text addresses how teachers can alert students to the realities of language and power removing language study from a neutral corner to situate it within the context of political social and cultural issues Developing a critical pedagogy about language instruction can help educators understand that classrooms can either maintain existing inequity or address and diminish inequity through critical language study A common framework structures the chapters of the text Each chapter begins with an overview of the language issue in question and includes references for further research and for classroom use and provides applications for classroom teachers Numerous references to the popular press and the breadth of language issues found therein foreground current thought on socio cultural language issues attitudes standards and policies found in the culture s at large References to current and recent events illustrate the language issue s importance cartoons address the issue and brief For Thought activities illustrate the point being discussed and extend the reader s knowledge and awareness Personal Explorations ask readers to go beyond the text to develop further understanding Teaching Explorations ask teachers to apply chapter content to teaching situations Beyond Grammar Language Power and the Classroom is intended for undergraduate and master s level courses that address literacy education linguistics and issues of language and culture *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

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 instructional strategies involved with learning and teaching language and or content curriculum to students across various learning and educational contexts The book addresses recent debates on the multi plural turn in applied linguistics and articulates the limitations of these debates particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in unique educational contexts resisting monolingual approaches to language in education Furthermore it includes commentary response pieces from established scholars in dialogue with recent plurilingual research in the field to put the work in critical perspective within extant theories and literature

Encounters: Essays for Exploration and Inquiry Pat C. Hoy, Robert DiYanni, Pat Hoy, 1999-11-23 With pedagogy that encourages students to respond to print and visual texts Encounters provides a spectrum of provocative and beautifully written student and professional essays Alphabetically organized this versatile reader for first year writing courses offers a strong selection of student essays The approach emphasizes the writing process and the craft of writing Professional readings are organized to build from the informal essay to formal academic and argument writing There is a section on reading and writing about artwork and photography that explains how to analyze paintings and photographs

China Fictions, English Language A. Robert Lee, 2008 The world is anything but unfamiliar with diaspora Jewish African Armenian Roma Gipsy Filipino a Tamil Irish or Italian even Japanese But few have carried so global a resonance as that of China What then of literary cultural expression the huge body of fiction which has addressed itself to that plurality of lives and geographies and which has come to be known as After China This collection of essays offers bearings on those written in English and in which both memory and story are central spanning the

USA to Australia Canada to the UK Hong Kong to Singapore with yet others of more transnational nature This collection opens with a reprise of woman authored Chinese American fiction using Maxine Hong Kingston and Amy Tan as departure points In turn follow readings of the oeuvres of Tan and Frank Chin A comparative essay takes up novels by Canadian American and Australian authors from the perspective of migrancy as fracture Chinese Canada comes into view in accounts of SKY Lee Wayson Choy Evelyn Lau and Larissa Lai Australia under Chinese literary auspices is given a comparative mapping through the fiction of Brian Castro and Ouyang Yu The English language China fiction of Singapore and Hong Kong is located in essays centred respectively on Martin Booth and Po Wah Lam and Hwee Hwee Tan and Colin Cheong The collection rounds out with portraits of Timothy Mo as British transnational author a selection of contextual Chinese British stories and art and the phenomenon of Chinese Chick Lit novels China Fictions English Language will be of interest to readers drawn both to After China as diasporic literary heritage and comparative literature in general

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

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

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