



Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice (Multicultural Education Series)

By *Suhanthie Motha*

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"Foregrounding teachers' voices, Motha lucidly conceptualizes ideological facets of teaching English monolingualism, native speakerism, and standard language as racialized practices that undergird colonial power and contradict pluricentric understandings of English. Her analysis is intellectually robust, morally engaging, and discursively accessible. This is a must-read for all ESL professionals."

--**Ryuko Kubota**, professor, Department of Language and Literacy Education, University of British Columbia

This timely and critical look at the teaching of English shows how language is used to create hierarchies of cultural privilege in public schools across the country. Drawing on the work of four ESL teachers who developed antiracist pedagogical practices during their first year of teaching, the author provides a compelling account of how new teachers might gain agency for culturally responsive teaching in spite of school cultures that often discourage such approaches. She combines current research and original analyses to shed light on real classroom situations faced by teachers of linguistically diverse populations. This book will help pre- and inservice teachers to think about such challenges as differential achievement between language learners and "native-speakers;" hierarchies of languages and language varieties; the difference between an accent identity and an incorrect pronunciation; and the use of students' first languages in English classes. An important resource for classroom teaching, educational policy, school leadership, and teacher preparation, this volume includes reflection questions at the end of each chapter.

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About the Author

Suhanthie Motha is assistant professor in the department of English at the University of Washington, Seattle.

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