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THE STRUGGLE FOR LEGITIMACY Indigenized Englishes in Settler Schools Andrea Sterzuk (University of Regina)

Review

Drawing on postcolonial and critical race theory, Sterzuk moves us beyond the typical linguistic and pedagogical responses to English language variation. In a cogently written, accessible style, she argues for an honest reckoning with colonial discourses and racialized identities to confront biased educational practices. A tour de force in anti-racist education.

Shondel Nero, New York University, USA

Description

This book examines experiences of Indigenous students in settler schools by using the example of a Canadian school as a window onto the relationship between colonial discourses; indigenized English language varieties; racialized identities; and biased educational practices of settler schools.

Contents

- Chapter 1: Settler Societies and Language
- Chapter 2: Looking at English Language Variation in Schools: Current & Critical Directions
- Chapter 3: Colonial Ideologies and Discourses
- Chapter 4: Constructing Race in Settler Saskatchewan
- Chapter 5: The Racialization of Space and School
- Chapter 6: Suppressing Linguistic Alterity in Settler Schools
- Chapter 7: "Radical Solutions" for Schools & Teacher Education

Author information

Andrea Sterzuk began her educational career as a teacher of French as a second language to elementary school-aged children in the Canadian north. A speaker of English, French, and Spanish, Andrea obtained her PhD in second language education from McGill University in Montreal, Canada. She is presently an associate professor in the Faculty of Education at the University of Regina in Regina, Canada where she teaches undergraduate and graduate courses in the area of language and literacies education. Her research interests include English language variation, language policy, language ideologies, and education in white settler contexts.

Critical Language and Literacy Studies

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