

Negotiating heritage in the ‘heritage’ language classroom and beyond

Angela Creese, MOSAIC Centre for Research on Multilingualism, School of Education, University of Birmingham

[\(a.creese@bham.ac.uk\)](mailto:a.creese@bham.ac.uk)

For the last 12 years we have been researching language practices in community-run language schools. These are known in the UK as complementary or supplementary schools and in the US as heritage language schools. Complementary schools are grassroots institutions which have developed with very little government funding. In many ways vulnerable and surviving from hand to mouth, they are nonetheless sites which have a political role in countering the monolingual orientation of mainstream schooling, and providing young people with an opportunity to resist ethnic categories and social stereotypes associated with static identity markers. This paper will investigate how heritage is negotiated in pedagogy and practice in and around these schools.

Short Bio

Angela Creese is Professor of Educational Linguistics at the School of Education, University of Birmingham. Her research and teaching cross references anthropology, linguistics and education. She uses ethnography to investigate ideologies and interactions in educational and other social settings. She is co-author of *Multilingualism: A Critical Perspective* (Continuum, 2010) with Adrian Blackledge. She is co-editor of the recently published collection *Routledge Handbook of Multilingualism* (2012) with Marilyn Martin-Jones and Adrian Blackledge.