

Professor Angela Creese

Professor of Educational Linguistics
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School of Education

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About

Angela Creese is professor of educational linguistics in the School of Education.

Her research and teaching cross references anthropology, linguistics and education. She uses ethnography to investigate ideologies and interactions in educational and other social settings. Her research publications cover urban multilingualism, language ecology, multilingual ethnography, language education and social identities. She teaches research methods, sociolinguistics and educational linguistics.

Angela is associate editor of the US based journal, *Anthropology and Education Quarterly*. She has published 5 books and numerous journal articles and book chapters. Since 2001 Angela has been awarded 7 substantial research grants, 4 of which are funded by the ESRC. She was awarded the University of Pennsylvania Graduate School of Education Alumni Association Helen C. Bailey Award (2010) for outstanding research in educational linguistics.

She gives frequent keynote talks, nationally and internationally and provides consultancy for government and local government agencies. Angela has contributed to local and national media on issues of bilingualism.

She is the director of a large national and international team which has received funding from AHRC to investigate how people communicate multilingually across diverse languages and cultures. Please view the Translation and Translanguaging website to find out more.

Qualifications

- PhD (Educational Linguistics), University of Pennsylvania (distinction)
- MSc (TESOL), University of Pennsylvania. (distinction)
- RSA Dip (TEFL)
- BA (Hons) Drama (University of Leeds)

Teaching

- **MEd Bilingualism in Education** (</postgraduate/courses/distance/edu/bilingualism-education.aspx>) (by distance): Introduction to Bilingualism, Academic language and learning in the curriculum; Introduction to bilingualism and special needs; Management and Leadership in EAL, Special Studies in Bilingualism
- **MA Education (TEFL)** (</postgraduate/courses/taught/edu/teaching-english-foreign-language.aspx>) (campus based): Language Discourse and Society (module tutor). Contribute to CLT module and Second Language Learning.
- MA and MEd Dissertations
- Doctoral teaching: Research methods
- Doctoral Researcher supervision

Postgraduate supervision

Angela is interested in supervising doctoral research students in the following areas:

- Multilingualism in educational and other social settings
- English as an additional language
- Intercultural communication
- Language policy and planning in education
- Language education

For more information on research degrees, please visit the [Postgraduate Research \(/schools/education/courses/postgraduate-research/index.aspx\)](/schools/education/courses/postgraduate-research/index.aspx) pages.

Current doctoral researchers

Ildegrada Da Costa Cabral (</schools/education/courses/postgraduate-research/profiles/ildegrada-da-costa-cabral.aspx>) (full time, School of Education funded) - From language policy to classroom practice: a study in two primary schools in Timor-Leste

Danyal Farsani (</schools/education/courses/postgraduate-research/profiles/danyal-farsani.aspx>) (full time PhD) Making multimodal mathematical meaning in multilingual classrooms

Soyoung Yun (</schools/education/courses/postgraduate-research/profiles/soyoung-yun.aspx>) (full time PhD) Young Native English Speaking Teachers' (YNESTs') identity transition in Korean schools.

Jing Huang: (full-time PhD, CSC funded) Teachers' language ideologies and identities in teaching Chinese as a heritage language in a multilingual context--a Chinese complementary school in Birmingham.

Oriana Schubert (part time PhD) The linguistic practices of multilingual children aged 3-5.

Louise Wheeler (full time, PhD, School of Education funded) Language ideologies and identities in the teaching and learning of English in a university in Kazakhstan

Visiting Doctoral Researchers

Lidia Gallego Balsà (University of Lleida, Catalonia, Spain) who visited 2012. Her topic was The learning of Catalan by International students in a Spanish University.

Olga Solovova (University of Coimbra, Portugal) (2010)

Joke Dewilde (Hedmark University, Norway) Teachers in multilingual classrooms: A case study of teacher collaboration. (2009)

Laura Espelt Hernandez (University of Lleida, Catalonia, Spain) The school as a community of practice for the newcomers' integration. (2009)

Graduated doctoral researchers

Amanda Simon (PhD) The social positioning of community schools: Towards a theoretical framework. Awarded 2013

Elizabeth Chilton (<http://theses.bham.ac.uk/3811/>) (PhD) The discursive construction of Family Literacy, Language and Numeracy: an exploration of practitioners' narratives-in-interaction. Awarded 2012

Roseanne Khalaf (PhD) Creative Writing: Identity and Change. A Case Study of American University of Beirut Students in Post-War Lebanon. (external: Prof. Brian Street) Awarded 2000

Barbara Major (Ed.D) The shaping of the learner identity of bilingual adults during curriculum study at an English Further Education college. Awarded 2007

Chin-Pin Chen (PhD) Classroom Language, Interaction and Cultures of Learning: An investigation into current English language education in Taiwan during the transition year from elementary to junior high school. Awarded 2008

Fiona Copland (PhD) Discourse practices: process and power in the post-observation feedback event. Awarded 2008

Shin Chieh Hsieh (<http://theses.bham.ac.uk/337/>) (PhD Integrated Studies. (Im)politeness in email communication: how English and Chinese speakers negotiate meaning and develop intercultural (mis)understandings. Awarded 2009

Kholode Al-Obaidli (<http://theses.bham.ac.uk/791/>) (PhD) Women ESL teachers' perception about their roles and professional development needs in Qatar's education for a new era. Awarded, 2009

Research

2014 2018 AH/L007096/1. AHRC Large Grant £1,973,527

Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities (TLANG). With CIs Prof. Mike Baynham, University of Leeds; Prof. Adrian Blackledge, Dr Lisa Goodson, Prof. Li Wei, Birkbeck College, University of London; Dr James Simpson, University of Leeds; Dr Caroline Tagg; Professor Zhu Hua, Birkbeck College, University of London; With SRs Bharat Malkani, Mike Robinson, Janice Thompson, Kiran Trehan. With advisory consultants, Professor Ian Grosvenor, Jenny Phillimore: + 4 RAs, 2 DRs, administrator (21 members); + seven non-academic partners; + 3 international partners

2011- 2012 RES-451-26-0907. ESRC Research Seminar Series £22,437.

Diverse teachers for diverse learners. Dr. Geraldine Smyth (PI) University of Strathclyde; Dr. Rowena Arshad (CI); Dr. Ghazala Bhatti (CI); Prof. Angela Creese (CI); Prof. Ian Menter (CI).

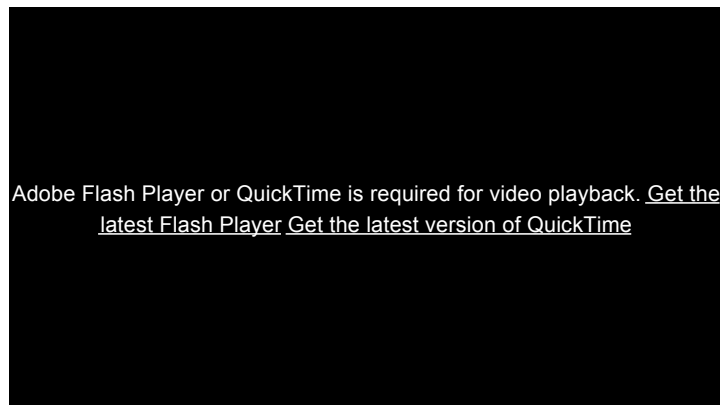
ESRC 2010-2013. RES-046-25-0004. £99,000.

Researching multilingualism, multilingualism in research practice ([/research/activity/education/projects/researching-multilingualism/index.aspx](http://research/activity/education/projects/researching-multilingualism/index.aspx)). ESRC Researcher Development Initiative. With Deirdre Martin (PI), Angela Creese, Sheena Gardner, Marilyn Martin-Jones. Co-investigator.

ESRC, RES-000-23-1180. £208,000: Angela Creese (Principal applicant).

Investigating multilingualism in complementary schools in four communities. With Adrian Blackledge, Vally Lytra, Peter Martin and Li Wei. March 2006 - November 2007. Rated outstanding in peer review.

Find out more about this research in this video.



ESRC £34,000,: Co-applicant with Peter Martin (PI)

Complementary schools and the communities in Leicester. University of Leicester and University of Birmingham (R000223949). September 2002 – August 2003 Rated outstanding in peer review

DfES £24,000.

Researching programme impact on teacher practice. 2007.

DfES £135,000: Principal applicant.

Invitation from the DfES to tender for a bid for training for EAL teachers. Ended September 2006.

Universitas 21 (Bham) £4500: staff fellowship to collaborate with colleagues at Universities of Hong Kong and Melbourne.

Consultancy (Selection)

- Cambridge Education at Islington (2011). Partnership Teaching
- Manchester Local Authority (2011). Partnership Teaching
- University of Cyprus, expert panel member for recruitment (2011)
- Workshop, University of Hedmark, Ethnography (2011)
- Institute of Education for TDA, EAL National Workforce Strategy Project (2010)
- National Centre for Languages, CILT. National Review of Our Languages Project (March, 2009)

Miscellaneous

AHRC/Humanities in the European Research Area. 2010-2012. €960,000. PI Adrian Blackledge. Investigating discourses of inheritance and identity in four multilingual European settings (09-HERA-JRP-CD-FP-051). With Jan Blommaert, Jens Normann Jorgensen, and Jarmo Lainio. Birmingham case study senior researcher (FEC).

Other activities

Head of Department (Language, Discourse and Society) 2008 – 2011

Chair of NALDIC publications 2008 - 2011

Publications

Selected publications

Creese A, Blackledge AJ. (2012) Voice and Meaning-Making in Team Ethnography, *Anthropology & Education Quarterly*, 43, 3. ISSN: 0161-7761. DOI: [10.1111/j.1548-1492.2012.01182.x](https://doi.org/10.1111/j.1548-1492.2012.01182.x) (<http://dx.doi.org/10.1111/j.1548-1492.2012.01182.x>)

Creese, A. (2011) Bilingual pedagogy: countering monolingual instructional assumptions. In Sue Ellis and Elspeth McCartney, (Eds.) *Insight and Impact: Applied Linguistics and the Primary School*. Cambridge University Press. 186 - 198. **Book details** (<http://www.cambridge.org/us/academic/subjects/languages-linguistics/applied-linguistics-and-second-language-acquisition/applied-linguistics-and-primary-school-teaching>)

Creese, A. (2011) Making local practices globally relevant in researching multilingual education. In Francis M. Hult and Kendall A. King (eds) *Educational Linguistics in Practice*. Multilingual Matters: Bristol. pp. 41 – 55.

Blackledge AJ, Creese A. (2011) Pride, profit and distinction: Negotiations across time and space. In **Language in Late Capitalism: Pride and profit** (<http://www.routledge.com/books/details/9780415888592/>), 272, Duchêne A, Heller M (Co-Editors), Routledge, London, ISBN: 9780415888592.

Creese A, Blackledge AJ, Barac T, Bhatt A, Hamid S, Wei L, Lytra V, Martin P, Wu CJ, Yagcioglu D. (2011) Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship, *Journal of Pragmatics*, 43, 5, 1196-1208. ISSN: 0378-2166. DOI: [10.1016/j.pragma.2010.10.006](https://doi.org/10.1016/j.pragma.2010.10.006) (<http://dx.doi.org/10.1016/j.pragma.2010.10.006>)

Creese, A. (2010) Educational Linguistics in Multilingual Classrooms. Francis Hult (Ed.) *Directions and Prospects in Educational Linguistics: Theoretical and Methodological issues*. Springer. pp. 33 - 48

Creese, A. (2010) Two Teacher Classrooms, Personalised Learning and the Inclusion Paradigm in the UK: What's in it for Learners of EAL? Menken, K. and García O. (Eds). *Negotiating Language Policies in Schools: Educators as Policymakers*. Lawrence Erlbaum Associates/Taylor & Francis Group/Routledge. pp. 32 – 51.

Creese, A. and Blackledge, A. (2010) Towards a sociolinguistics of superdiversity. *Zeitschrift für Erziehungswissenschaft* 13:549-572.

Creese, A. and Blackledge A. (2010) Translanguaging in the bilingual classroom: a pedagogy for learning and teaching. *Modern Language Journal*. 94 (i) 103 – 115

[View full publication list for Professor Angela Creese \(http://rab.bham.ac.uk/people.asp?uid=11a84210-2f41-4801-8c72-4e359f18c8a8\)](http://rab.bham.ac.uk/people.asp?uid=11a84210-2f41-4801-8c72-4e359f18c8a8)

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