University of Birmingham

Professor Angela Creese

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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 a Fellow of the Royal Society of Arts. She is also a recipient of the University of Pennsylvania Helen C Bailey Award (Alumni) for 'outstanding contribution to educational linguistics'. She has served as an editor on the US based journal, Anthropology and Education Quarterly and is an editorial board member on Springer's Educational Linguistics Series and the Journal of Language Teaching, 2014.

She has published 8 books and numerous journal articles and book chapters. Since 2001 Angela has been awarded 9 Research Council grants. 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 and **blogs (https://tlangblog.wordpress.com/)** along with her research team about these matters.

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 (/generic/tlang/index.aspx)** to find out more.

Listen to her latest podcast to learn more about Translanguaging

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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)** pages.

Current doctoral researchers

She currently supervises eight doctoral research students. Five of them have a scholarship.

Sarah Knee Multilingual Literacy Development in Nepalese children growing up in the UK
Debbie De Internationalisation in UK HE
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
Soyoung Yun (/schools/education/courses/postgraduate-research/profiles/soyoung-yun.aspx) (full time PhD) Young Native English Speaker Teachers' identity transition and their participation in Korean Government's sponsored EPIK programme.
Jing Huang: (full-time PhD, CSC funded) Language ideologies in and around Chinese complementary schools in the UK.
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
Nahoko Mulvey Curriculum design in Japanese complementary schools

Visiting Doctoral Researchers

Lídia 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 Coimba, 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

Danyal Farsani (PhD) Making multimodal mathematical meaning in multilingual classrooms. 2014
Amanda Simon (PhD) The social positioning of community schools: Towards a theoretical framework. Awarded 2013
Lu Wei An Comparative Ethnographic Study of Teaching Mandarin in Three Different Educational Contexts. Awarded 2013.
Elizabeth Chilton (http://etheses.bham.ac.uk/3811/) (PhD) The discursive construction of Family Literacy, Language and Numeracy: an exploration of practitioners' narratives-in-interaction. Awarded 2012
Dave Evans Does the construction of identity subject positions by male pupils in secondary school hinder their performance in Modern Foreign Languages (MFL) by comparison with girls? Awarded 2011
Shin Chieh Hsieh (http://etheses.bham.ac.uk/337/) (PhD Integrated Studies. (Im)politeness in email communication: how English and Chinese speakers negotiate meaningand develop intercultural (mis)undersandings. Awarded 2009
Kholode Al-Obaidli (http://etheses.bham.ac.uk/791/) (Phd) Women ESL teachers' perception perception about their roles and professional development needs in Qatar's education for a new era. Awarded, 2009
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
Barbara Major (Ed.D) The shaping of the learner identity of bilingual adults during curriculum study at an English Further Education college. Awarded 2007
Roseanne Khalaf (PhD) Creative Writing: Identity and Change. A Case Study of American Univesity of Beirut Students in Post-War Lebanon. (external: Prof. Brian Street) Awarded 2000

Research

Since 2002, Angela has participated in nine research council funded projects and two government funded projects.

Research Council Funding with collaborations

ESRC Research Seminar Series. 2014 - 2015. £28,566.
The Multilingual University: The Impact of Linguistic Diversity in Higher Education in English-dominant and English Medium Instructional Settings. (ES/M00175X/1)

AHRC Large Grant. 2014 – 2018. £1,973,527.
Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities (TLANG); (AH/L007096/1). Angela Creese (PI). With CIs Mike Baynham, Adrian Blackledge, Lisa Goodson, Li Wei, James Simpson, Caroline Tagg, Zhu Hua; With Senrio Researchers Bharat Malkani, Mike Robinson, Janice Thompson, Kiran Trehan; With advisory consultants, Ian Grosvenor, Jenny Phillimore. In addition there are four Research Assistants, 2 DRs and one administrator (21 members) together with seven non-academic partners and three 3 international partners. View the **Translation and Translanguaging (/generic/tlang/index.aspx)** website.

AHRC/British Academy. 15 November 2014 - 23/ November 2014. £3000.
Being Human: a festival of the humanities. In collaboration with the Library of Birmingham.

AHRC/Humanities in the European Research Area. 2010 - 2012. €883,775.
Investigating discourses of inheritance and identity in four multilingual European settings(09-HERA-JRP-CD-FP-051). Adrian Blackledge (PI) with Jan Blommaert, Jens Normann Jorgensen, and Jarmo Lainio. Angela Creese; (senior researcher).

ESRC Research Seminar Series 2011 - 2012. £22,437. (RES-451-26-0907).
Diverse teachers for diverse learners. Dr. Geraldine Smyth (PI) University of Strathclyde; Dr. Rowena Arshad (CI); Dr. Ghazala Bhatti (CI); Professor Angela Creese (CI); Professor Ian Menter (CI).

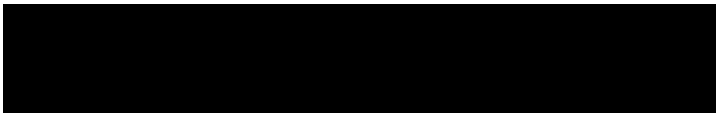
ESRC Researcher Development Initiative 2010 - 2013. £99,000. (RES-046-25-0004).
Researching multilingualism, multilingualism in research practice. With Deirdre Martin (PI), Adrian Blackledge, Angela Creese, Sheena Gardner, Marilyn Martin-Jones. Co-investigator. View the **Researching multilingualism, multilingualism in research practice (/research/activity/education/mosaic/research/researching-multilingualism/index.aspx)** webpage

ESRC standard grant. 2006 - 2007. £208,000: (RES-000-23-1180)
Investigating multilingualism in complementary schools in four communities. Angela Creese (Principal applicant) with Adrian Blackledge, Vally Lytra, Peter Martin and Li Wei. Rated outstanding in peer review.

ESRC (TLRP) £721,384.62 (RES-139-25-0100-A).
*Learning in and for Interagency Working.*Professor Harry Daniels (PI). With Co-applicants Angela Creese (withdrawn), Jane Leadbetter, Deirdre Martin, Anne Edwards.

ESRC small grant. September 2002 – August 2003. £34,000: University of Leicester and University of Birmingham (R000223949).
Complementary schools and the communities in Leicester. Peter Martin (PI) and Angela Creese (CI) Rated outstanding in peer review.

Find out more about this research in this video.



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Learned Society, Professional Association Funding

BAAL Seminar. £750 (June, 2013) *Conceptualizing multilingualism under globalization: membership claims, social categories and emblems of authenticity*. With UKLEF.

BAAL seminar, £500. Linguistic Ethnography. University of Leicester, 2000.

Government Funding

DfES £24,000. Principal investigator. *Researching programme impact on teacher practice*. 2007.

DfES £135,000: Principal investigator. *Researching EAL teachers professional development needs*. 2006.

Other activities

Head of Department (Language, Discourse and Society) 2008 – 2011
Chair of NALDIC publications 2088 - 2011

Publications

Authored Books:

Copland, F. and Creese, A. with Rock, F. and Shaw, S. (in press, January 2015) *Linguistic Ethnography: Collecting, Analysing and Presenting Data*. London, SAGE. **Book details (http://www.uk.sagepub.com/books/Book239462)**

Blackledge, A. and Creese, A. (2010). *Multilingualism: A Critical Perspective*. London, Continuum. **Book details (http://www.bloomsbury.com/uk/multilingualism-9780826492098/)**

Creese, A. (2005) *Teacher collaboration and talk in multilingual classrooms*. Clevedon; Multilingual Matters. ISBN 1853598224.

Edited Books:

Blackledge, A. and Creese, A. (Eds.) (2014) *Heteroglossia as Practice and Pedagogy*. New York, Springer. **Book details (http://www.springer.com/education+%26+language/book/978-94-007-7855-9)**

Martin-Jones, M., Blackledge, A. and Creese, A. (Eds.) (2012) *Routledge Handbook of Multilingualism.* London, Routledge. **Book details (http://www.routledge.com/books/details/9780415496476/)**

Leung, C. and Creese, A. (Eds.) (2010) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students*. London, SAGE. **Book details (http://www.uk.sagepub.com/books/Book233045)**

Articles (chronological)

Creese, A. and Blackledge, A. (2015) Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*. 25, 20 - 35. Download the article **http://journals.cambridge.org/repo_A96si.zeE8AYmY (http://journals.cambridge.org/repo_A96si.zeE8AYmY)** (PDF)

Creese, A., and Blackledge, A. (2014) The Ideal 'Native Speaker' Teacher: Negotiating Authenticity and Legitimacy in the Language Classroom. *Modern Foreign Language Journal.* 98 (4) 937–951 (Open access article **http://onlinelibrary.wiley.com/doi/10.1111/modl.12148/pdf (http://onlinelibrary.wiley.com/doi/10.1111/modl.12148/pdf)**

Blackledge, A., Creese, A. and Takhi, J.K (2014) Voice, register, and social position. *Multilingua*. 33(5–6): 485–504

Creese A. and Blackledge, B. (2012) Voice and meaning-making in team ethnography. *Anthropology & Education Quarterly*, Vol. 43, Issue 3, pp. 306–324

Creese, A. and Blackledge. A. (2011) A. Flexible and Separate Bilingualism in Complementary Schools. *Journal of Pragmatics* 43, 1196–1208.

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

Chapters in books

Blackledge, A. and Creese, A. (in press) Reflexivity in linguistic ethnography. In Julia Snell, Sara Shaw and Fiona Copland (Eds.) *Linguistic Ethnography: Interdisciplinary Explorations*. Palgrave Macmillan.

Blackledge, A. and Creese, A. and Takhi, J.K. (in press) Emblems of Identities in Four European Urban Settings. In Jacomine Nortier and Bente A. Svendsen (editors) *Multilingual Urban Sites: Structure, Activity, Ideology*. Cambridge University Press.

Blackledge, A. and Creese, A., and Takhi, J.K. (in press) Communicative Repertoires in the Community Language Classroom: Resources for negotiating authenticity. In *Multilingual Education: New Perspectives*, edited by Jasone Cenoz and Durk Gorter. Cambridge University Press.

Conteh, J., Copland, F., and Creese, A. (2014) Multilingual teachers' resources in three different contexts: empowering learning. In Conteh, J. and Meier, G. (Eds) (2013) *The Multilingual Turn in Languages Education: Opportunities and Challenges for Individuals and Societies.* Series New Perspectives on Language and Education. Clevedon: Multilingual Matters. pp. 158 – 178.

Creese, A. and Blackledge, A. (in press) Researching Bilingual and Multilingual Education Multilingually: A Linguistic Ethnography In Wayne E.Wright, Sovicheth Boun and Ofeli Garcia (eds.) Handbook of Bilingual & Multilingual Education. Malden, MA and Oxford, UK: Wiley/Blackwell.

Blackledge, A., Creese, A. and Takhi, J.K. (2014) Discourses of aspiration and distinction in the local school economy. In Johann W. Unger, Michal Krzyzanowski, Ruth Wodak (Editors) Multilingual Encounters in Europe's Institutional Spaces London, Routledge. pp. 173 – 194

Blackledge, A. and Creese, A. (2014) Heteroglossia in English Complementary Schools. In Gogolin, J. and J. Duarte (editors) Linguistic super-diversity in urban areas. Amsterdam, John Benjamins. pp. 123 - 142

Blackledge, A. and Creese, A. (2014) Heteroglossia as Practice and Pedagogy. In Blackledge, A. and Creese, A. (eds.) *Heteroglossia as Practice and Pedagogy*. New York, Springer. Pp. 1 - 20

Blackledge, A., Creese, A. and Takhi, J.K. (2013) Beyond multilingualism: Heteroglossia in practice. In Stephen May (ed.) *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education.* London/New York, Routledge. pp.191 – 215.

Blackledge, A. and Creese, A. and Takhi, J.K. (2012) 'Language, Superdiversity and Education'. In I. de Saint-Georges and J.-J. Weber (eds.), *Multilingualism and Multimodality: Current Challenges for Educational Studies.* Sense Publishers.

Blackledge, A. and Creese, A. (2011) 'Pride, profit and distinction: Negotiations across time and space'inA. Duchêne and M. Heller *Language in Late Capitalism: Pride and profit.* London, Routledge. pp 116 – 141

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.

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. pp.186 – 198.

Blackledge, A. and Creese, A. (2010) Opening up flexible spaces: ideology and practice in complementary schools. In Lytra, V. and P. Martin (eds.) *Sites of Multilingualism*. Stoke-on-Trent, Trentham Books. pp. 3 – 18.

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. (2010) Linguistic Ethnography. In Evangelia Litosseliti, (Ed.) *Research Methods in Linguistics. London: Continuum.* pp. 138 – 154

Creese, A. (2010). Teaching approaches in Two-Teacher Classrooms. In Constant Leung and Angela Creese (eds) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students.* pp. 58 – 74.

Creese. A. (2009) Bilingual teachers in two contexts of linguistic diversity. In Bjørg-Karin Ringen and Ole Kolbjørn Kjørven (Eds) with Antoinette Gagné (Honoary editor). *Teacher Diversity in Diverse Schools – Challenges and Opportunities for Teacher Education.* Vallset: Opplandske Bokforlag. pp. 231 – 250.

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

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