

INVESTING IN A REFLEXIVE MULTILITERACIES PEDAGOGY FOR HERITAGE LANGUAGE LEARNERS

Wednesday 31 October

12-1.30pm

**Rm 220, Margaret
Macmillan Building**

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This presentation focuses on some of the findings of an empirical study on the negotiation and construction of a reflexive multiliteracies pedagogy in a London Greek Complementary school, using a case study approach. The presentation highlights criticality and creativity as inextricable elements of the analysing and applying processes in the reflexive multiliteracies framework (Cope and Kalantzis, 2016). The students' critical and creative text-making is portrayed in terms of their multilingual practices, including translanguaging (García and Wei, 2014), and 'cultural weavings' (Cazden, 2006; Luke, 2003).

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