Multilinguality, Multimodality and Multicompetence: Code- and mode-switching by minority ethnic children in complementary schools

Abstract:

This talk discusses the multilingual and multimodal practices of British Chinese children in complementary school classes from a multicompetence perspective. Using classroom interaction data from a number of Chinese complementary schools in three different cities in England, the talk suggests that the multicompetence perspective enables a holistic look at code- and mode-switching by multilingual children of minority ethnic background, and helps to highlight creativity and criticality, two important and closely related concepts that have hitherto been under-explored in multilingualism research.

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