

Developing bilingual pedagogies to support the learning of community languages

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Throughout the UK, dedicated teachers work to maintain children's community languages through after-school and weekend classes. In these complementary school settings, teachers are developing innovative bilingual pedagogies in response to the diverse needs of their students. However, the complementary sector remains little known to mainstream teachers, and an interchange of teaching and learning experiences would benefit both sides. I shall report on findings from a current two-year study in East London, in which community and mainstream teachers have formed partnerships to investigate bilingual learning. Results show how children's bilingual development can be supported in both mainstream and complementary schools.