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VISION

The main objective of the Centre for Education for Racial Equality in Scotland (CERES) is to contribute to the processes that enable people to be treated with respect, fulfil their potential and have equitable experiences by:

- Progressing and embedding issues of social justice, rights and anti-discriminatory practice in society and its institutions
- Working with education policy makers, practitioners, children/young people, families and communities to contribute towards participation and self-emancipation.

The Centre draws its expertise from a range of people who have promoted equity and challenged discrimination in various ways in Scotland and beyond.

HISTORY

CERES was set up 1991 with small-scale funding from the former Scottish Office. CERES’s key role was to support Scottish local authorities in the development and implementation of multicultural and anti-racist education. CERES also provided advice to government, other public bodies such as the Commission for Racial Equality and then the Equality and Human Rights Commission as well as the Third Sector and individuals from the black and minority ethnic communities. In 1999, with devolution, CERES worked closely with the Scottish Government to develop a more strategic approach to embedding race equality in Scottish school education.

PRESENT

The Centre today is an interdisciplinary research centre dedicated to the study of equality and anti-discrimination at all stages of education as well as in broader aspects of political and social life. Centre staff take an intersectional approach to their understandings of the nature of inequality by exploring how ‘race’, ethnicity, gender, class, faith, sexuality and disability influence the life chances of individuals and groups.

CENTRE ACTIVITIES

The Centre carries out a range of activities. These activities occur in various contexts and include:

- Undertaking research and development
- Offering a consultancy service on equality and diversity issues particularly in areas related to race equality
- Producing books, briefings, journal articles, training materials
- Organising seminars, conferences and forums
- Analysing and commentating on local/national/international policy and legislative development and disseminating examples of innovative approaches
- Providing advice to policy makers, practitioners and the public
THE CERES TEAM

The Centre has a flat structure with five co-directors all of whom are staff from the School of Education. Centre co-directors are:

Dr Rowena Arshad OBE is the Head of Institute for the Institute for Education, Community & Society (ECS) and also Associate Dean for Student Academic Misconduct for the College of Humanities and Social Sciences. She also convenes the University of Edinburgh’s Race Equality Action Group. Her professional background is in community education. Rowena was awarded the OBE in 2001 for services to race equality and an Honorary Doctorate in Education in 2010 for services to gender equality by Edinburgh’s Napier University. She currently serves on the Equality and Human Rights Promoting Good Relations Advisory Group.

Dr Akwugo Emejulu is a lecturer in Community Education. Before entering academia, she worked in progressive politics in both the United States and the United Kingdom. Her research interests include exploring gender and racial inequalities in a comparative perspective and examining political identity and agency within the micro-politics of community development and community organising. Her current research focuses on how the economic crisis and government austerity measures in the UK and France influence minority women’s political behaviour.

Dr Maria Dasli lectures in the area of Languages and Intercultural Studies. Her research, which is informed from the disciplines of sociology and anthropology, focuses on socio-political education and the development of critical intercultural language pedagogies. She is Membership Secretary and Treasurer of the International Association for Languages and Intercultural Communication (IALIC) and also sits on the Linguistics Research Committee at the Centre for Global NonKilling (CGNK) in the USA. She regularly reviews for three international journals: Language and Intercultural Communication; Pedagogy, Culture and Society and Business Management List. She is a fellow of the Higher Education Academy (FHEA).

Yvonne Foley is a lecturer working largely on the School’s TESOL Masters. Yvonne worked for many years as an English language teacher in Taiwan and the UK. Before returning to Scotland, she was Director of Studies within an international school system in Taiwan. She is currently a member of NALDIC (National Association of Language Development Across the Curriculum) and IATEFL (International Association in Teaching English as a Foreign Language) and a reviewer for the International Journal Language Assessment Quarterly. Yvonne was the winner of the Endsleigh (2011) Overall High Performer Teaching Award at the University of Edinburgh.
Dr Andy Hancock was a teacher and local government officer before moving into higher education. His interest areas are the social context and bi-lingualism of school pupils. His recent research focused on bi-lingual education comparing literacy experiences of Chinese children in and outside school.

Centre Secretary
The work of the Centre is supported by Helen Christie. Helen has recently joined the CERES team having previously worked for four years as Senior Secretary for the Centre for Research into Education, Inclusion and Diversity (CREID). She has good experience of managing research grants, organising dissemination events as well as providing administration support for various research activities.
CERES ASSOCIATES

CERES also has associates (both internal and external) which the Centre collaborates with regularly on research projects and grant applications.

**Alan Bell** retired in 1997 as Senior Lecturer in Equal Opportunities from the School of Education. Since then he has worked with CERES on a range of projects. His main area of expertise is in the study of and analysis of educational policy, mainly in the area of equal opportunities. He has researched the impact of the then Race Relations (Amendment) Act 2000 within Scottish government, local authorities (education) and schools.

**Alison Closs** was a senior lecturer in the School of Education until her retirement in 2004. Since then she was worked as a freelance educational consultant, primarily with government and non-governmental organisations in the Western Balkans (emergent countries of former Yugoslavia, Albania and Turkey) in which she has had long-term interests. Her interest, research and teaching throughout her career has been focused on ensuring the educational entitlements of children at potential risk of marginalisation in, or exclusion from, school and on inclusive approaches to teaching and learning.

**Dr Vicki Gunn** is Acting Head of the Academic Development Unit at the University of Glasgow. She has a particular interest in how equality and diversity issues are addressed and mainstreamed in Higher Education learning environments and church history in queer theology.

**Dr Peter Hopkins** is a Reader in the School of Geography, Politics and Sociology. His research interests include geographies of race, ethnicity and religion, young people’s geographies and the intersections between masculinities, ethnicities and place. He is an editorial board member of Children’s Geographies and Contemporary Islam and is one of the Book Review Editors for Gender, Place and Culture.

**Dr Philomena de Lima** is the Director of the Centre for Remote and Rural Studies, University of Highlands and Islands. Her research interests include equalities and social justice issues with a particular focus on a range of groups in rural communities and cross-national comparisons. She has applied her interests in the following areas: demographic changes, migration and labour market strategies, ethnicity and belonging, poverty and environmental impacts and responses to changes.

**Dr Kristina Konstantoni** is the Programme Director of the BA Childhood Practice in the School of Education. She is also an associate with the Centre for Research in Equality, Inclusion and Diversity (CREID). Her main interests are in Equity, Social Justice and Children’s Rights and Participation, and how these are taken forward in Educational Practice by engaging and listening closely to young children.

**Rosemarie McIlwhan** is an associate lecturer in law with the Open University. Rosemarie is the discrimination law editor of the Scottish Human Rights Law Group and has written and lectured on a range of human rights subjects including the interplay between equality and human rights, asylum, children’s rights and mental health. Rosemarie is also a member of the Scottish Solicitors Discipline Tribunal.
Laura Mitchell is a teaching fellow in the School of Education. Her substantive post is that of Principal Equality Officer with the City of Edinburgh Council. In 2007, she co-wrote with Judith Mackinlay, the *Gender Equality: A Toolkit for Education Staff*, which was commissioned by the Scottish Government and the former Equal Opportunities Commission. She currently lectures to undergraduate student teachers and postgraduate teachers on race equality and social justice.

Dr Gurchathen Sanghera is a lecturer at the School of International Relations, University of St Andrews. His research includes The ‘politics’ of race and ethnicity in contemporary Britain, particularly post- 9/11 and 7/7: the theory and politics of racism, racial equality, multiculturalism and secularism; ethnic identities, national identities and the 'second generation'; the politics of being Muslim in the West; social capital, cultural capital and mobility; and media constructions and depictions of minority ethnic and religious groups.

Dr Marina Shapira is a sociologist with a strong interest in migration, education and social stratification, and quantitative research methods. Marina is also a member of the Centre for Educational Sociology. Marina uses a variety of large-scale administrative data sources in her research (for example the Labour Force Survey, Annual Population Surveys, the Scottish Household Survey, census data) and various statistical methods such as multinomial logistic regression, and multilevel modelling.
CURRENT RESEARCH/KNOWLEDGE EXCHANGE ACTIVITIES

CERES’s current research and knowledge exchange falls into three themes:

- Meeting the challenges of super-diversity in education and community settings
- The economic crisis, government austerity and the impact on minority ethnic groups
- Languages, Bilingual/Multilingualism and Education

1. Meeting the challenges of super-diversity education and community settings

Projects focus on how public bodies and service providers could better meet the increasing diversity within their learner or user population. Examples of this work include:

*Attracting International Students: Equitable Services and Support, Campus Cohesion and Community Engagement*

*Funder: Equality Challenge Unit (ECU)*

*Timescale: April-December 2011*

This was a collaborative piece of work led by Rowena Arshad involving two CERES Associates Philomena de Lima (UHI) and Kristina Konstantoni and Johanna Holtan, EUSA. The overall aim of the project was to gain views on how higher education institutions in Scotland can further enhance the international student experience within their campuses. The project had four inter-related themes:

- Theme 1: Equity of support and professional services to domestic and international students
- Theme 2: Relationship between domestic and international students
- Theme 3: Relationship between local host communities and international students
- Theme 4: Relationship of higher education institutions with their local minority communities.

In total 71 staff were interviewed, 199 students took part in focus groups and 965 students responded to an online survey. The research found that the majority of students interviewed and surveyed, both international and UK, were satisfied with the range and quality of support services provided by institutions. The research found that services were provided equitably in most cases though each service area identified had room for improvement. Some areas for consideration included:

- A need to provide detailed online information about the available accommodation as international students were less likely than home students to be able to visit accommodation prior to applying.
- To provide clearer housing and tenancy rights advice for international students.
- Work proactively with local employers to enhance internship and employment opportunities for international students, particularly when visa status is not a
barrier.

- Ensure transparency in recruitment and selection of students to part-time jobs or tutoring opportunities available within an HEI.

- Increase provision of a range of foods from different cuisines to better meet ethnic, cultural, ethical and religious diversities.

- Review funding for disability services so that they can promote their services to international students and meet the requirements of the Equality Act 2010.

- Provide clearer guidance on accessing local health services.

- Provide clear information for international students on hardship or emergency funds.

- Review how sports, exercise and leisure centres, sports clubs and affiliated groups have assessed their provision in relation to the requirements of the Equality Act 2010.

- Address the impact of alcohol on campus culture.

- Provide information for students with dependents e.g. information about how the school education system is organized and how to access the service.

- Provide ongoing equality and cultural awareness training for all levels of staff.

- Provide UK students with opportunities to develop their awareness of diversity issues and understanding of different cultures and their skills to challenge prejudices, stereotyping and discrimination.

- Improve HEI links with local communities and organizations, especially those working with black and minority ethnic individuals and communities.

The research report will be launched on 28 May 2012 in the University of Edinburgh and supported by the Equality Challenge Unit and Universities Scotland.

Promoting cohesion, challenging expectations: educating the teachers of tomorrow for race quality and diversity in 21st century schools
Funder: ESCalate HEAcademy
Timescale: January 2010 - September 2011
This was a project led by Peter Hick at Manchester Metropolitan University (MMU) in partnership with Lorna Roberts (MMU), Rowena Arshad, Laura Mitchell and Alan Bell.

The research found that:

- Teacher education lecturer awareness and confidence to engage in with race equality issues varied significantly between individuals. The views ranged from
well informed and perceptive to ones that avoided discussions about racism or race equality, preferring instead to discuss multiculturalism and inclusion.

- Lecturers had an appetite for staff development on race equality issues. However, they did not want more toolkits or checklists but wanted to have opportunities to reflect with colleagues on the complex issues of race equality as well as having opportunities to share good practice.

- Lecturers were aware of the intersectionality of race with class, gender, religion or disability and the need to address the complexities of social reality. However in some cases, these dimensions of intersectionality were counterposed to race, or prioritised hierarchically against it, in ways which downplayed the importance of race.

- Fear of getting it wrong and possibly offending through the use of incorrect terminology or by making naive statements were seen as barriers to being more proactive in race equality education.

- ITE policies and practices needed to be reviewed to ensure that real progress is made towards preparing student teachers for an increasingly diverse pupil population.

- Lecturers interviewed were not confident that race equality issues were addressed in a systematic or robust way in all programmes or courses. Most saw ‘one off’ lectures as being ineffective.

- ITE providers in partnership with central and local government need to work together to develop a proactive strategy to recruit and retain black and minority ethnic students and staff. The homogeneity of ITE staff and student profiles does not reflect the diversity in contemporary Britain.

- Student teachers need to be provided opportunities to discuss and challenge racism as well as considering how to embed race equality within the curriculum.

- In this age of austerity, there is a greater need to ensure that funding for equality and inclusion work does not marginalise race equality work.


Community Consultation on Poverty and Ethnicity in Scotland: A Scoping Study
Funder: Joseph Rowntree Foundation
Timescale: April 2010–August 2011
This was a collaboration between Rowena Arshad with Dr Philomena de Lima and the Centre for Remote and Rural Studies, University of the Highlands and Islands (UHI). Alan Bell assisted with the fieldwork and analysis. This study explored participants' experiences of poverty, their coping strategies and views on potential solutions. It
involved interviews with 32 participants from four ethnic backgrounds (white Scottish, East European, Gypsy/Travellers and Chinese) in two Scottish regions: Fife and Highland. Stakeholders from the public and voluntary sectors were also consulted. The scoping study found:

- All participants associated poverty with limited choice and opportunities in accessing food, warmth and accommodation.

- While recognising poverty's complex causes, all participants emphasised economic factors such as poor access to well-paid, secure employment, because of economic restructuring and labour market constraints.

- Factors like gender, disability, age, legal status, migration history and marital break-ups, combined with economic issues, increased vulnerability to poverty and made it difficult for some groups and individuals to find routes out of poverty.

- Ethnicity-specific factors: - loss of traditional livelihoods, pressures to lead settled lives, prejudice and low literacy levels increased Gypsy/Travellers' risk of being in poverty; - in both regions, diminishing opportunities in accessing well-paid skilled occupations affected white Scottish men; - language barriers, lack of recognition of overseas qualifications, prejudice, discrimination and legal status made it difficult for East Europeans and Chinese to access appropriate employment or training and development.

- The different geographies and economies of Fife and Highland were important in understanding the causes and impact of poverty among different groups within and across the regions. However, some issues were common regardless of geography, as minority ethnic participants in both areas experienced prejudice in getting employment.

- Church and faith organisations provided support for East European, Chinese and Gypsy/Travellers participants in Highland. However, there was little inter-ethnic interaction. Most people depended on family and friends and their own ethnic communities.


**Teacher Education Student’s Understanding of Social Justice issues**  
**Funder:** CERES  
**Timescale:** September 2008–June 2012  
This is a four year project led by Rowena Arshad in partnership with CERES Associate Laura Mitchell to explore whether time spent within initial teacher education programmes have assisted students to understand the complexities of social justice issues within the school and classroom context. The objective is to draw from student’s experiences with a view to enhance programme delivery on matters related to social justice. The study aimed to track the progress in experience and thinking on social justice matters of 12
students from the four year BEd (Primary) and 12 from (BEd Physical Education). The study commenced in 2008 and will conclude in 2012. In addition, the study also conducted an initial online survey of the 2008-9 BEd and PGDE (Primary and Secondary) and these responses will form part of the analysis framework.

**ESRC Seminar series**
CERES is part of a group of academics who were awarded monies for running a series of seminars on the theme of ‘Diverse Teachers for Diverse Learners: Research and Perspectives’. The principal applicant is Dr Geri Smyth, University of Strathclyde. Co-applicants include Dr Rowena Arshad (CERES, University of Edinburgh), Professor Angela Creese (University of Birmingham), Dr Ghazala Bhatti (University of Southampton), Professor Ian Menter (University of Glasgow) and Ian Matheson (General Teaching Council Scotland).

This seminar series will explore diversity in the teaching profession in relation to ethnicity, language, social class and culture alongside other significant dimensions of difference including gender, sexual orientation and disability. Seminar 3 was organised by CERES and the GTCS and held in Edinburgh on 1 October 2011.

**Seminar 1** 23.2.11  
**International Perspectives on Teacher Diversity**  
**University of Strathclyde**  
Speakers from Canada, Norway and Iceland agreed to participate, along with speakers from the four jurisdictions of the UK (academics and policy makers) to address current issues and policy initiatives related to diversifying the teaching profession.

**Seminar 2** 22.6.11  
**Defining the Issues**  
**University of Southampton**  
Diversity in the teaching force engages in philosophical, theoretical and practical ways with the immediate needs of schools and communities. The seminar opened with these issues for exploration and debate. Invited speakers included Basit, Maguire, Skelton, Francis and Bhatti.

**Seminar 3** 1.10.11  
**Diverse Teachers Sharing Experiences of their Professional Lives**  
**General Teaching Council for Scotland with CERES, the School of Education, University of Edinburgh**  
The seminar heard ‘testimony’ from a range of teachers reflecting on their professional lives and experiences of working in their present contexts. The seminar effectively provided a range of data that could inform the development of theory and analysis at subsequent sessions. A diverse range of teachers were asked to offer a narrative account of their salient experiences, followed by discussion groups and a panel session in which teachers and policy makers were asked to discuss emerging themes and issues.

**Seminar 4**  
**Feb 2012  
Young People Sharing Perceptions of Teacher Diversity**  
**University of Strathclyde**  
The seminar facilitated, listened to and captured the voices of 20 pupils from three schools in Scotland with diverse populations. The seminar followed on from the Teachers’ Experiences seminar and utilised some of the evidence from those testimonies to structure the questions for exploration using Open Space technology (http://www.openspaceworld.org) as used by the applicant and colleagues of an ESRC seminar series on the theme of Social Capital, Professionalism and Diversity and reported in Allan and Smyth (2009).

**Seminar 5** 11.6.12  
**Exploring the Issues**  
**University of Birmingham**  
This seminar will discuss empirical work considering linguistic and cultural capital of diverse teachers, discrimination experienced and ways in which
teachers engage with diversity. Invited speakers include Arshad, Kum and Creese.

Seminar 6  Oct 2012 Learning from the Issues for a Different Future University of Glasgow
This seminar will bring together all the participants from Seminars 1, 2 and 5 along with the evidence from Seminars 3 and 4 and will investigate via a SWOT analysis how to move forward and disrupt the inertia which results in teacher homogeneity. This seminar will identify the major research questions that now need investigation in order to ensure the programme leads to theoretical and research developments.

2. The economic crisis, government austerity and the impact on minority ethnic groups

*Project: Minority Women in Tough Times*
Funder: CERES (£6,000), University of Leicester (£1,000) 2011-2012
British Academy Small Grant Scheme (£9,387) 2013-2015
This work is co-led by Akwugo Emejulu and Dr Leah Bassel (University of Leicester)

The CERES-funded pilot project explores how the economic crisis and subsequent government austerity measures in France and the UK influence the decisions anti-poverty and migrants’ rights non-governmental organisations make in relation to their programme and project development.

Preliminary findings indicate that the logic of free market relations has penetrated and embedded itself into the rationale and practices of the NGO sector in Scotland, England and France and that this ‘marketisation of relations’ is perhaps a bigger threat to the sector than austerity measures. Solidarity between NGOs is under threat because of the creation of a competitive market for contracts from the local and national state and it appears that the activism of minority women is becoming further marginalised because space is being reduced for alternative interpretations of social problems and frameworks for collective action.

This pilot study will conclude in Summer 2012 and has since been successful in obtaining a British Academy Small Research Grant to allow Emejulu and Bassel to further study 'Minority Women's Activism in Tough Times'.

The British Academy funded project will explore the challenges and opportunities of grassroots activism in times of austerity in the UK and France. Working with four non-governmental organisation networks in the UK and France, the project will explore how these organisations mobilise against the challenges facing minority women as well as how these women are organising within NGOs in the context of the economic crisis. Understanding the influence of austerity measures on activism for gender and racial justice will the study hopes generate valuable insights into the 'views from below' in relation to austerity and fill an important knowledge gap in terms of understanding the political behaviour of minority women in public spaces in what are considered to be 'opposite' contexts in their treatment of diversity.

3. Languages, Bilingual/Multilingualism and Education
Teachers’ Perceptions of the Language and Literacy needs of EAL pupils across international boundaries

*Funder:* University of Edinburgh  
*Timescale:* 2010-2011

This study was conducted by Yvonne Foley in collaboration with Professor Candace Harper, University of Florida. Initial findings were presented at the British Association of Applied Linguistics Conference. The study found that there were similarities and differences between across the US and UK.

Similarities across international contexts in schools:
- US teachers are pressured by penalties
- Scottish teachers are constrained by achievement targets – ‘Pedagogy of the Assessed’.
- Teacher talk about reading is dominated by a skills and strategies approach addressing:
  - Decoding
  - Vocabulary
  - Comprehension

Differences across the contexts:
- Assessment focus (U.S. students’ achievement measured through standardized tests of reading in English)
- Scotland has ESOL exam alternatives, but testing not as prominent in the social psyche as in the U.S.
- Literacy (Scot) vs Reading (U.S.)
- Deficit views of EAL learners (U.S.) vs Some teachers held ‘Can do’ approach that values L1 literacy (UK), but others held deficit views.

Further research needed to:
- Identify school settings and structures where EAL learners are visible and truly included in the curriculum.
- Raise the professionalism of EAL teachers.
- Support systematic, sustained teacher learning to facilitate professional development and effective practice within diverse classroom contexts.
- Help teachers to explore their own beliefs and reflect on ways to provide optimal learning environments for EAL learners.

Exploring student teachers’ beliefs about their experiences of supporting EAL learners during their first year of teaching

*Funder:* Institute of Education, Teaching and Leadership  
*Timescale:* June 2011–September 2012

This study is a partnership between Yvonne Foley and Dr Pauline Sangster conducted within the School of Education.

An evaluation of an early years writer-in-residence project

*Funder:* Scottish Book Trust
Timescale: 2010-2011
This evaluation was a collaboration between Andy Hancock and Dr Moira Leslie from the School of Education, University of Edinburgh.

*Investigating student teachers perceptions of multilingual primary classrooms*
*Timescale: 2010-2012*
This study is a partnership between Andy Hancock and colleagues at the University of Strasbourg.

*Literacy practices in Chinese communities in Scotland*
*Timescale: 2010-2011*
This study was led by Andy Hancock and drew from his doctoral thesis.

**Knowledge Exchange Workshop** - led by Yvonne Foley with teachers from various schools within the Clearwater, Florida district. Discussion focused on meeting the needs of EAL pupils and appropriate pedagogic practices for linguistically and culturally diverse classroom contexts.
PRESENTATIONS

Arshad, R. **Preparing student teachers for diversity (ethnicity, faith, language and cultures): are we making the mark?** Paper presented at the Scottish Education Research Association (SERA) Conference, Stirling, 24th November 2011.

Arshad, R. **Challenges for the UK: Education into the 21st Century and Diversity** at the European seminar on Superdiversity – Language, Education and Cultural Challenges for the UK King’s College, London, 21st September 2011.


Barron, P. & Dasli, M. **Towards an Understanding of Integration amongst Hospitality and Tourism Students Using Bennett’s Developmental Model of Intercultural Sensitivity.** 19th Annual CHME Research Conference, University of Surrey, 5th-7th May 2010. **Best Paper Award**


Emejulu, A. **Social Inclusion from a Racial and Gender Justice Perspective** at EU/U.S. Symposium on Community and Social Development: A Transatlantic Dialogue on Comparative Perspectives for the State of Community Work and Social Inclusion, University of Pittsburgh, 5th-7th May 2011.
Foley, Y. *Enhancing Horizons: Language Teacher Educator Partnerships across International Contexts* at the CARLA conference, Minneapolis, May 2011.

Foley, Y. *Exploring Teachers’ Beliefs about the Language and Literacy Needs of EAL Learners across International Contexts* BAAL Conference, University of Aberdeen, September 2010.


Konstantoni, K. *Young children’s constructions of ethnic identity drawing on an in-depth ethnographic case study*. Joint CERES and CREID seminar ‘Using qualitative and quantitative methods to investigate constructions of ethnic identity in the early years’, Moray House School of Education, University of Edinburgh, 9th June 2011.
PUBLICATIONS

Chapters in Books


Refereed Journal Articles


**Commissioned Reports**


**Book Reviews**

Foley, Y. (2010) English as an Additional Language: Approaches to teaching linguistic minority students by Leung, C. and Creese, A., reviewed in *Naldic Quarterly 8 (1).*

**Other Publications**
