

Course literature

US018DO, Educational dimensions of multilingualism

Third-cycle level, 7.5 ECTS credits

- Bardel, C., Erickson, G., & Österberg, R. (2019). Learning, teaching and assessment of second foreign languages in Swedish lower secondary school—dilemmas and prospects. *Apples: Journal of Applied Language Studies*, 13 (1), pp. 7–26. (19 pp.)
- Beiler, I. R. (2023). Anglonormativity in Norwegian language education policy and in the educational trajectories of immigrant adolescents. *Language Policy*, 22(1), pp. 95–117. (22 pp.)
- Bonacina-Pugh, F., da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54, 439–471. (32 pp.)
- Bonnet, A., & Siemund, P. (Eds.) (2018). *Foreign language education in multilingual classrooms* (pp. 33–56; 77–98; 127–150; 191–212; 305–330). Benjamins. (113 pp.)
- Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38, 901–912. (11 pp.)
- Cenoz, J., & Gorter, D. (2025). The potential of pedagogical translanguaging in English language and in English-medium content classes. *Linguistics & Education*, 86. 101399. (8 pp.)
- Conteh, J., & Meier, G. (Eds.). (2014). *The multilingual turn in languages education: Opportunities and challenges* (pp. 1–14; 158–178). Multilingual Matters. (34 pp.)

- Cummins, J. (2025). Pedagogical translanguaging. Rescuing a legitimate and useful concept from the echo chamber of evidence-free assertions. *Linguistic Approaches to Bilingualism*, 15(1), 61–65. (4 pp.)
- Cummins, J., & Lainio, J. (2023). A Comparison of Swedish and Canadian educational policies and instructional practices: The case of multilingual language learners. In S. Björklund & M. Björklund (Eds.), *Policy and practice for multilingual educational settings. Comparisons across contexts* (pp. 11–38). Multilingual Matters. (27 pp.)
- Drachmann, N., Haukås, Å., & Lundberg, A. (2023). Identifying pluralistic approaches in language subjects in Denmark, Norway, and Sweden—A comparative curriculum analysis. *Language, Culture and Curriculum*, 36(3), 327–342. (15 pp.)
- Enever, J. (2018). *Policy and politics in global primary English*. Oxford University Press. (208 pp.)
- Erickson, G., Bardel, C., Österberg, R., & Rosén, M. (2022). Attitudes and ambiguities – teachers’ views on second foreign language education in Swedish compulsory school. In Bardel, C., Hedman, C., Rejman, K. and Zetterholm, E. (Eds.), *Exploring language education: Global and local perspectives* (pp. 157–201). Stockholm University Press. <https://doi.org/10.16993/bbz.f>. (44 pp.)
- Falk, Y., & Lindqvist, C. (2022). Teachers’ attitudes towards multilingualism in the foreign language classroom: The case of French and German in the Swedish context. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 154–169). Multilingual Matters. (15 pp.)
- García, O., & Kleyn, T. (2016). Translanguaging theory in education. In O. García & T. Kleyn (Eds.), *Translanguaging with multilingual students: Learning from classroom moments* (pp. 7–34). Routledge. (27 pp.)
- Hedman, C., & Magnusson, U. (2021). Researching the complexities of the school subject Swedish as a second language: A linguistic ethnographic project in four schools. *Languages*, 6(4), 205, 1–16. (16 pp.)



- Hultgren, A.K. (2018). The Englishization of Nordic universities. What do scientists think? *European Journal of Language Policy*, 10(1), 77–95. (18 pp.)
- Larsson, K., Björk-Willén, P., Haraldsson, K., & Hansson, K. (2025). Teachers' use of sign-supported speech in interaction with multilingual children in Swedish preschools. *Linguistics and Education*, 87, 101398. (16 pp.)
- Magnusson, U., & Rejman, K. (2023). Teacher perspectives on writing instruction in the Language Introduction Program in Sweden. *Writing and Pedagogy* 14 (3), 297–322. (25 pp.)
- May, S. (2014). *The Multilingual Turn. Implications for SLA, TESOL and bilingual education* (pp. 1–53). Routledge. (53 pp.)
- Meier, G. S. (2017). The multilingual turn as a critical movement in education: Assumptions, challenges and a need for reflection. *Applied Linguistics Review*, 8(1), 131–161. (30 pp.)
- Palm, C., Randahl, A.-C., & Sylvén, L.K. (2026). Writing instruction for adult L2-Learners: A case study from three Swedish classrooms. *Written Communication*, 43(1), 111–140. (29 pp.)
- Paulsrud, B. (2019). Mapping CLIL in Sweden. In Sylvén, L.K. (Ed.) *Investigating content and language integrated learning: Insights from Swedish high schools* (pp. 19–34). Multilingual Matters. (15 pp.)
- Reierstam, H., & Sylvén, L.K. (2019). Assessment in CLIL. In Sylvén, L.K. (Ed.) *Investigating content and language integrated learning: Insights from Swedish high schools* (pp. 59–75). Multilingual Matters. (16 pp.)
- Salö, L., Ganuza, N., Hedman, C., & Karrebæck, M.S. (2018). Mother tongue instruction in Sweden and Denmark. *Language Policy*, 17(44), 591–610. (19 pp.)
- Sundqvist, P. (2024). Extramural English as an individual difference variable in L2 research: Methodology matters. *Annual Review of Applied Linguistics*, 44, 79–91. (12 pp.)



- Sundqvist, P., & Sylvé, L.K. (2016). *Extramural English in teaching and learning: From theory and research to Practice* (pp. 3–17). Palgrave Macmillan. (14 pp.)
- Sylvé, L.K. (2019). CLIL, CLISS and the Swedish Context: An Overview. In Sylvé, L.K. (Ed.) *Investigating content and language integrated learning: Insights from Swedish high schools* (pp. 3–18). Multilingual Matters. (15 pp.)
- Sylvé, L.K. (2022). Very young Swedish children's exposure to English outside of school. In Bardel, C., Hedman, C., Rejman, K. and Zetterholm, E. (Eds.), *Exploring language education: Global and local perspectives* (pp. 121–156). Stockholm University Press. <https://doi.org/10.16993/bbz.f>. (35 pp.)
- (Approximately 900 pages, with an additional 100 pages of optional reading, for a total number of approximately 1,000 pages.)

Optional reading

- Alisaari, J., Møller Dagaard, L., Dewilde, J., Harju-Autti, R., Heikkola, L. M., Yassin Iversen, J., Kekki, N., Pesonen, S., Reath Warren, A., Straszer, B., & Yli-Jokipii, M. (2023). Mother tongue education in four Nordic countries – problem, right or resource? *Apples–Journal of Applied Language Studies* 17(2), 52–72. (20 pp.)
- Bardel, C., Gyllstad, H., & Tholin, J. (2023). Research on foreign language learning, teaching, and assessment in Sweden 2012–2021. *Language Teaching*, 56(2), pp. 223–260. (37 pp.)
- Baker, C., & Wright, W.E. (2017). *Foundations of bilingual education and bilingualism*. 7th ed. Multilingual Matters. (Selected chapters)
- Bylund, J., & Warnby, M. (2024). Didaktiska perspektiv på flerspråkighet i grundlärautbildningen. *Acta Didactica Norden*, 18(2), 1–23. (23 pp.)
- Cenoz, J., & Gorter, D. (2022). Pedagogical translanguaging and its application to language classes. *RELC Journal*, 53(2), 342–354. (12 pp.)



- Dalton-Puffer, C. (2011). Content-and-Language Integrated learning: From practice to principles? *Annual Review of Applied Linguistics* 31, pp. 182–204. (22 pp.)
- Fuster, C., & Bardel, C. (2026). *Pedagogisk translanguaging i svensk kontext*. Natur & Kultur. (143 pp.)
- Hyltenstam, K., & Milani, T. (2012). Flerspråkighetens sociopolitiska och sociokulturella ramar. In Hyltenstam, K., Axelsson, M., & Lindberg, I. (Eds.) *Flerspråkighet. En forskningsöversikt* (17–152). Vetenskapsrådet, 5:2012. (135 pp.)
- Keaveney, S., & Lundberg, G. (2019). *Early language learning and teaching: Pre-A1-A2*. (2 ed.) Studentlitteratur. (Selected chapters)
- Lillvist, A., & Heikkilä, M. (2018). Vad är ett hemland? In Lahdenperä, P. (Ed.) *Den interkulturella förskolan. Mål och arbetssätt* (pp. 44–60). Liber. (16 pp.)
- Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å. (2018). *Transspråkande i svenska utbildningssammanhang*. Studentlitteratur. (Selected chapters)
- Wetso, G.-M., & Ärlemalm-Hagsér, E. (2018). Att realisera förskolans interkulturella uppdrag – samtal mellan forskare och förskolepersonal. In Lahdenperä, P. (Ed.) *Den interkulturella förskolan. Mål och arbetssätt* (pp. 26–41). Liber. (15 pp.)

Övrigt

Current governing documents.