

Kurslitteratur

US531F - Litteracitet i ett andraspråksperspektiv, 7,5 hp

Barton, D. (2007). *Literacy: an introduction to the ecology of written language*. (2. ed.) Blackwell. (245 s.)

Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, 49(3), 555–581. (26 s.)

Cummins, J. (2017). Teaching for transfer in multilingual school contexts. I O. García, A. Lin & S. May (red.), *Bilingual and multilingual education* (s. 103–115). Springer International Publishing. (12 s.)

Heath, S.B. (1982). What No Bedtime Stories Means: Narrative Skills at Home and School. *Language in Society* 11(1), 49–76. (27 s.)

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), art. 4. (20 s.)

Hull, G.A., & Hernandez, G. (2008). Literacy. I B. Spolsky & F.M. Hult (red.), *The handbook of educational linguistics*. Blackwell. S. 328–340. (12 s.)

Hult, F. (2012). English as a transcultural language in Swedish policy and practice. *TESOL Quarterly*, 46(2), 230–257. (27 s.)

Hult, F. (2013). Ecology and multilingual education. I C. Chapelle (red.), *Encyclopedia of applied linguistics* (1835 – 1840). (Volym III). Wiley-Blackwell. (5 s.)

Jakobsson, A., Nygård Larsson, P., & Karlsson, A. (2021). *Translanguaging in science education*. Springer. Följande kapitel:

- Jakobsson, A., Nygård Larsson, P., & Karlsson, A. Translanguaging as a pedagogical strategy for enhancing multilingual science students' learning in different educational contexts.
- Buxton, C., Harman, R., Cardozo-Gaibisso, L., & Vazquez Dominguez, M. Translanguaging within an integrated framework for multilingual science meaning making.
- Karlsson, A., Nygård Larsson, P., & Jakobsson, A. Students' multilingual negotiations of science in Third Space.
- Två valfria kapitel. (100 s.)

Leung, C. (2016). English as an additional language – a genealogy of language in education policies and reflections on research trajectories. *Language & Education*, 30(2), 158–174. (16 s.)

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Martin-Jones, M., & Jones, K. (red.) (2000). *Multilingual literacies: reading and writing different worlds* (kap. Introduction, 3, 7, 10, 12–16). J. Benjamins Pub. (200 s.)

Ntelioglou, B., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: a collaborative inquiry project in an inner city elementary school. *Frontiers in Psychology*, 5, art. 533. (10 s.)

Nygård Larsson, P. (2011). *Biologiämnets texter. Text, språk och lärande i en språkligt heterogen gymnasieklass* (s. 13–78, 306–320). (Akademisk avhandling). Malmö högskola. (80 s.)

Schleppegrell, M. (2013). The role of metalanguage in supporting academic language development. *Language Learning*, 63(1), 153–170. (17 s.)

Smyth, G. (2016). What languages do you speak? *Language & Education*, 30(2), 143–157. (14 s.)

Uddling, J. (2019). *Textsamtalets möjligheter och begränsningar i språkligt heterogena fysikklassrum* (s. 1–34, 169–182). (Akademisk avhandling). Stockholms universitet. (45 s.)

van Lier, L. (2008). Ecological-semiotic perspectives on educational linguistics. I B. Spolsky & F. Hult (red.), *The handbook of educational linguistics* (pp. 596 – 605). Blackwell Publishing. (9 s.)

van Lier, L. (2011). Language learning: an ecological-semiotic approach. I E. Hinkel (red.), *Handbook of research in second language teaching and learning* (pp. 383–394). Routledge. (11 s.)

Walldén, R. (2019). *Genom genrens lins. Pedagogisk kommunikation i tidigare skolår* (s. 10–95, 287–300). (Akademisk avhandling). Malmö universitet. (100 s.)

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