

## Course Literature

### US543F, Third Language Research and Language Education, Second Cycle, 7.5 ECTS credits

Angelovska, T. (2022). The multilingual language classroom: Applying linguistically diverse approaches for handling prior languages in teaching English as a third language. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 67–81). Multilingual Matters. (15 pp.)

Armostis, S., & Tzagari, D. (2022). Learning English as a foreign language in a bi(dia)lectal setting. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 101–117). Multilingual Matters. (17 pp.)

Cabrelli, J., Chaouch-Orozco, A., Gonzáles Alonso, J., Pereira Soares, S. M., Puig-Mayenco, E., & Rothman, J. (2023). *The Cambridge handbook of third language acquisition*. Part 1: Theoretical approaches to L3/Ln (pp. 21–112), Part 2: L3/Ln across linguistic domains (pp. 113–268), Part 4: L3/Ln in action (pp. 401–516), Part 6: Research methods in L3/Ln (pp. 659–770). (476 pp.)

D’Angelo, F. (2023). *Teaching and learning third languages*. Multilingual Matters. (120 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. (16 pp.)

Gajo, L. (2014). From normalization to didactization of multilingualism: European and Francophone research at the crossroads between linguistics and didactics. In J. Conteh & G. Meier (Eds.), *The multilingual turn in languages education* (pp. 113–131). Multilingual Matters. (19 pp.)

Günther-van der Meij, M., & Duarte, J. (2022). ‘There are many ways to multilingualism’: All-inclusive foreign language education in the Netherlands. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 82–100). Multilingual Matters. (19 pp.)

### Institutionen för ämnesdidaktik



Ibrahim, N. (2022). Mainstreaming multilingualism in education: An eight-Ds framework. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 30–46). Multilingual Matters. (17 pp.)

Krulatz, A., Neokleous, G., & Dahl, A. (2022). Multilingual approaches to additional language teaching: Bridging theory and practice. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 15–29). Multilingual Matters. (15 pp.)

Meier, G. (2014). Our mother tongue is plurilingualism: A framework of orientation for integrated multilingual curricula. In J. Conteh & G. Meier (Eds.), *The multilingual turn in languages education* (pp. 132–157). Multilingual Matters. (26 pp.)

Myklevold, G.-A. (2022). Operationalizing multilingualism in a foreign language classroom in Norway: Opportunities and challenges. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 320–339). Multilingual Matters. (20 pp.)

Prilutskaya, M., Knoph, R., & Hanssen, J. A. (2022). The use of students' linguistic resources in teaching English as an additional language in Norway: A study of writing in upper secondary school. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 304–319). Multilingual Matters. (16 pp.)

Rasman, R., & Margana, M. (2022). Constructing translanguaging space in EFL classrooms in Indonesia: Opportunities and challenges. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 118–133). Multilingual Matters. (16 pp.)

Sevinç, Y., Krulatz, A., Torgersen, E., & Christison, M. (2022). Teaching English in linguistically diverse classrooms in Norway: Teacher's beliefs, practices and needs in multilingual education. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 201–218). Multilingual Matters. (18 pp.)

Travers, W. (2022). Inside the L3 classroom: Learner reflections on university-level foreign language classes for bilingualism in the United States. In A. Krulatz, G. Neokleous & A. Dahl (Eds.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications* (pp. 170–185). Multilingual Matters. (16 pp.)

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