

Literature List

PEA472 Language and Education in an International Perspective (7.5 ECTS)

Autumn Term 2023

Main Reading (Compulsory reading)

- Ahn, E. (2007). A region divided/united: Language policy developments in the European Union. Conference Proceedings, *European Union Studies Associations*, Biennial Conference: Montreal, Canada. (pp.2–23).
- Alhassan, A. M., & Kuyini, A. B. (2013). Teaching immigrants Norwegian culture to support their language learning. *International Education Studies*, 6(3). <https://doi.org/10.5539/ies.v6n3p15>
- Amir, A. & Musk, N. (2013). Language policing: micro-level language policy-in-process in the foreign language classroom. *Classroom Discourse*, 4(2), 151–167.
- Benson, C. & Kosonen, K. (2021). *Language issues in comparative education II*. Brill Sense. (pp.1–11).
- Bonacina-Pugh, F. (2012). Researching ‘practical language policies’: Insights from conversation analysis. *Language Policy*, 11, 213–234.
- Boyd, S., Huss, L. & Ottesjö, C. (2017). Children’s agency in creating and maintaining language policy in practice in two “language profile” preschools in Sweden. *Multilingua*, 36(4), 501–531.
- Cummins, J. (2000), *Language, power, and pedagogy: Bilingual children in the crossfire, Bilingual education and bilingualism*. Clevedon: Multilingual Matters (Ch. 1–3, 6, 9–10).
- Dávila, L. T. (2017). Newly arrived immigrant youth in Sweden negotiate identity, language & literacy. *System*, 67, 1–11. <https://doi.org/10.1016/j.system.2017.04.001>
- Directorate-General for Education, Youth, Sport and Culture (2017). *Rethinking language education and linguistic diversity in schools*. European Commission.
- Deyrich, M-C. (2021). LSP in European projects: Recent developments and challenges in language policy and practice. *Language Teaching Research Quarterly*, 23, 105–120.
- Fejes, A. (2019). Adult education and the fostering of asylum seekers as “full” citizens. *Int Rev Educ* 65, 233–250. <https://doi.org/10.1007/s11159-019-09769-2>
- García, O. (2009) *Bilingual Education in the 21st Century: A Global Perspective*. Chichester: Wiley-Blackwell Pub. (Ch. 2, 6, 7)
- García, O., & Kleyn, T. (2016). Translanguaging Theory in Education. In O. García & T. Kleyn (Eds.), *Translanguaging with Multilingual Students: Learning from Classroom Moments* (9-33). Routledge (Ch. 1, pp. 9–25)
- Gorter, D. Zentoz, V. & Cenoz, J. (2014). *Minority languages and multilingual education: Bilingual education and bilingualism*. Clevedon: Multilingual Matters. (Ch.1–2).
- Kasper, G. & Wagner, J. (2014) Conversation analysis in applied linguistics. *Annual Review of*

- Applied Linguistics*, 34, 171–212.
- King, K. A., Lai, Y-J. & May, S. (2017). *Research methods in language and education*, 3rd Ed. Springer. (pp.3–14 and pp. 39–66 and 83–98)
 - Lafontaine, D., Dupont, V. & Schillings, P. (2018). Does reading literacy instruction vary according to language or culture? *Compass Brief in Education*, IEA, 4, 1–11.
 - McCarty, T. L. & May, S. (2017). *Language policy and political issues in education*, 3rd Ed. Springer. (pp.1–47 and pp.173–185).
 - Musk, N. & Cromdal, J. (2018) Analysing bilingual talk. Conversation analysis and language alternation. In: A. Filipi & N. Markee (Eds.), *Conversation analysis and language alternation: Capturing transitions in the classroom* (pp. 16–34). Amsterdam/Philadelphia: John Benjamins.
 - Mustonen, S., & Strömmer, M. (2022). Becoming a multilingual health professional in vocational education - two adult migrants' translanguaging trajectories. *Journal of Multilingual and Multicultural Development*, 1–16. <https://doi.org/10.1080/01434632.2022.2116451>
 - Pennycook, A. (2013). Language policies, language ideologies and local language practices. In Wee, L., Goh, R. B. & Lim, L. (Eds.), *Politics of English: South Asia, Southeast Asia and the Asia Pacific*. John Benjamins. (pp. 1–18)
 - Pennycook, A. (2017). Language policy and local practices. In García, O, Flores, N. & Spotti, M. (Eds.), *The Oxford handbook of language and society*, (pp. 1–19). Oxford: Oxford University Press.
 - Reierstam, H. (2020). Assessment in Multilingual Schools. A comparative mixed method study of teachers' assessment beliefs and practices among language learners -CLIL and migrant students. (Doctoral thesis). Stockholm: Stockholm University (pp. 205-232, Synthesis of results).
 - Reierstam H & Hellstén, M. (2021). Linguistic diversity and comparability in educational assessment. In: Hernandez-Serrano M. J. (ed) *Teacher Education in the 21st Century – Emerging Skills for a Changing World*. Intech Open.
 - Paul, E. (2023). 'The wrong' kind of students or 'Santa's workshop'? teaching practices for newly arrived migrant students in Swedish upper secondary vet. *Vocations and Learning*, 16(1), 157–177. <https://doi.org/10.1007/s12186-023-09313-2>
 - Shohamy, E. (2003). Implications of language education policies for language study in schools and universities. *The Modern Language Journal*, 87(2), 278–286.
 - Stobart, G. (2005). Fairness in multicultural assessment systems. *Assessment in Education: Principles, Policy & Practice*, 12(3), 275–287. <https://doi.org/10.1080/09695940500337249>
 - Street, B. V. & May, S. (2017). *Literacies and language education*, 3rd Ed. Springer. (pp. 3–30 and pp.59–72 and pp.169–180)
 - Tanner, M. (2017) Taking interaction in literacy events seriously: a conversation analysis approach to evolving literacy practices in the classroom. *Language and Education*, 31(5), 400–417.
 - Tainio, L. & Slotte, A. (2018) Interactional organization and pedagogic aims of reading aloud in L1 Education. *Nordic Journal of Literacy Research*, 3, 1–22. DOI: <https://doi.org/10.23865/njlr.v3.469>
 - Theobald, M. (2017). The work of interpreters to gain children's perspectives within culturally and linguistically diverse classrooms. *International Journal of Early Years Education*, 25(3), 257–273.
 - Waring, Z.H. (2017). Conversation Analytics approaches to language and education. In King, K.A. et al. (Eds.), *Research methods in language and education, Encyclopedia of Language and Education*, (pp. 463–474). DOI 10.1007/978-3-319-02249-9_39.
 - Wright S. (2016) *Language Policy and Language Planning: From Nationalism to Globalisation*. Basingstoke: Palgrave Macmillan (Ch. 3, 5, 7, 10)

Optional Readings

- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Bravo Granström, M (2019). *Teachers' Beliefs and Strategies when Teaching Reading in Multilingual Settings: Case Studies in German, Swedish and Chilean Grade 4 Classrooms*. Berlin: Logos Verlag
- Cenoz (2009). Towards multilingual education: Basque educational research from an international perspective
- Crystal D. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Coupland N. (2010). *The Handbook of Language and Globalization*. Blackwell.
- Duff P. & Hornberger N. (Eds.) (2008). *Encyclopedia of Language and Education*. Berlin: Springer
- Haigh, M. (2020). Curriculum design for diversity: Layering assessment and teaching for learners with different worldviews. *Journal of Geography in Higher Education*, 44(4), 487-511. <https://doi.org/10.1080/03098265.2020.1803224>
- Huth, T. (2011). Conversation Analysis and language classroom. *Language and Linguistics Compass*, 5(5), 297–309.
- Johnson D. (2013). *Language Policy*. Berlin: Springer
- Levinson B.A, & Pollock M. (Ed.) (2016) *A Companion to the Anthropology of Education*. Chichester: Wiley Blackwell
- National Institute of Child Health and Human Development (NICHD) (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: US Government printing Office. Available on the web: <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>
- Pennycook. A (2017). *The Cultural Politics of English as an International Language*. Abingdon Oxford: Routledge
- Ridley, J., Radford, J. & Mahon, M. (2002). How do teachers manage topic and repair? *Child Language Teaching and Therapy*, 18(1), 43–58.
- Snow, C. et al. (1998). *Preventing Reading Difficulties in Young Children*. Washington D.C: National Research Council. Available on the web: <https://www.nap.edu/catalog/6023/preventing-reading-difficulties-in-young-children>
- Taguchi, N. (2007). Chunk learning and the development of spoken discourse in a Japanese as a foreign language classroom. *Language Teaching Research*, 11(4), 433–457.
- Willey T.G. et al. (2017). *Language Policy, Politics, and Diversity in Education*. Review of Research in Education: Vol. 38, Vol 1
- Verhoeven L. (2013). *Literacy Development in a Multilingual Context: Cross-cultural Perspectives*. Abingdon Oxford: Routledge.