

Course literature

US022DO, Issues in language education, 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. In *Apples – Journal of Applied Language Studies*, 13(1): 7–26. Kan laddas ned från: <http://apples.jyu.fi/ArticleFile/download/1052> (20 s.)

Bianco, J. (2018). Language planning and policies for bilingualism. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (Cambridge Handbooks in Language and Linguistics, S. 152–172). Cambridge University Press. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.1017/9781316831922.009> (21 s.)

Briggs Baffoe-Djan, J. & Zhou, S. (2021). Close encounters of the third kind: Quantity, type and quality of language contact during study abroad. In M. Howard (Ed.). *Study abroad and the second language learner: Expectations, experiences and development*. (S. 69–89). ProQuest Ebook Central. Kan laddas ned från: <https://ebookcentral-proquest-com.ezp.sub.su.se> (21 s.)

Conteh, J. & Meier, G. (2014). *The multilingual turn in languages education*. Multilingual Matters. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.21832/9781783092246> (ca 100 sidor enligt lärares anvisningar.)

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Kan laddas ned från: <https://rm.coe.int/1680459f97> (ca 50 sidor enligt lärares anvisningar.)

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion volume*. Kan laddas ned från: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (ca 50 sidor enligt lärares anvisningar.)

Debreli, E. (2016). Perceptions of non-native EFL teachers' on L1 use in L2 classrooms: Implications for language program development. *English Language Teaching*, 9, 24–32. Kan laddas ned från: <https://doi.org/10.5539/elt.v9n3p24> (9 s.)

Fredholm, K. (2019). Effects of Google Translate on lexical diversity: Vocabulary development among learners of Spanish as a foreign language. *Revista Nebrija de*



Lingüística Aplicada a La Enseñanza de Lenguas, 13(26), 98–117. Kan laddas ned från: <https://doi.org/10.26378/rnlael1326300> (20 s.)

García, O. & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), 17–35. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.1080/13670050.2019.1598932> (19 s.)

García, O. & Tupas, R. (2018). Doing and undoing bilingualism in education. In A. De Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (Cambridge Handbooks in Language and Linguistics, S. 390–407). Cambridge University Press. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.1017/9781316831922.021> (18 s.)

Healey, D. (2016). Language learning and technology: Past, present and future. In F. Farr & L. Murray (Eds.), *The Routledge handbook of language learning and technology* (S. 9–23). Routledge. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.4324/9781315657899> (15 s.)

Kaplan, R. (2016). Language policy/planning and language learning. In Hinkel, E. (Ed.). (2016). *Handbook of research in second language teaching and learning: Volume III* (1st ed., S. 15–28). Routledge. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.4324/9781315716893> (14 s.)

Kinginger, C. (2011). Enhancing language learning in study abroad. *Annual Review of Applied Linguistics* 31, 58–73. Kan laddas ned från: <http://clicstudyabroadconference.rice.edu/files/2016/05/KInginger.2011.ARAL-pwn6tk.pdf> (16 s.)

Levis, J., Sonsaat, S., Link, S. & Barriuso, T. (2016). Native and nonnative teachers of L2 pronunciation: Effects on learner performance. *TESOL Quarterly*, 50(4), 894–931. Kan laddas ned från: <https://www-jstor-org.ezp.sub.su.se/stable/44984722> (38 s.)

May, S. (red.) (2013). *The multilingual turn: Implications for sla, tesol, and bilingual education*. ProQuest Ebook Central. Kan laddas ned från: <https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/detail.action?docID=1323290> (ca 200 sidor enligt lärares anvisningar.)

Nassaji, H. & Kartchava, E. (red.) (2017). *Corrective feedback in second language teaching and learning: Research, theory, applications, implications*. Routledge. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.4324/9781315621432> (ca 50 sidor enligt lärares anvisningar.)

Nation, P. (2013). What should every ESL teacher know? Seoul. *Korea: Compass Publishing*. Kapitel 1, S. 7–11. Kan laddas ned från: https://i.wjcompass.com/userfiles/downloads/What_Should_Every_ESL_Teacher_Know_ETC.pdf?v0.7314112 (5 s.)



Ortega, L. (2019). SLA and the study of equitable multilingualism. *Modern Language Journal* 102(1), 23–88. Kan laddas ned från: <https://doi.org/10.1111/modl.12525> (66 s.)

Pfenninger, S. & Singleton, D. (2017). *Beyond age effects in instructional L2 learning*. Multilingual Matters. Kapitel 1 (24 s.), 2 (15 s.), 4 (38 s.), 8 (6 s.). Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.21832/9781783097630> (83 s.)

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 (PhD dissertation, Institutionen för pedagogik och didaktik, Stockholms universitet). Kan laddas ned från: <http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-183910> (ca 50 sidor enligt lärares anvisningar.)

Shvidko, E. (2017). Learner attitudes toward “English-only” institutional policies: Language use outside the classroom. *TESOL Canada Journal*, 34, 25–48. DOI: 1018806/tesl.v34i2.1261. Kan laddas ned från: <https://teslcanadajournal.ca/index.php/tesl/article/download/1265/1088/> (24 s.)

Sylvén, L. K. (red. 2019). *Investigating content and language integrated learning*, Multilingual Matters. Kan laddas ned från: <https://doi-org.ezp.sub.su.se/10.21832/9781788922425> (ca 50 sidor enligt lärares anvisningar.)

Tanaka, K. & Ellis, R. (2003). Study abroad, language proficiency, and learner beliefs about language learning. *JALT Journal*, 25(1), 63–85. Kan laddas ned från: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.537.7087&rep=rep1&type=pdf> (23 s.)

Additional readings amounting to ca. 300 pages can be added by the course teacher.

(A total of approximately 1,200 pages.)