



## INSTITUTIONEN FÖR SVENSKA SPRÅKET

### **SVF3203 Andraspråksforskning ur ett utbildningsperspektiv, 7,5 högskolepoäng**

Second-language research from an educational perspective, 7.5 credits

*Forskarnivå / Third-cycle level*

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### **Litteraturlista för SVF3203**

Litteraturlistan är fastställd av Institutionen för svenska språket 2021-05-25, att gälla från och med höstterminen 2021.

Se litteraturlistan på nästa sida.

- Ahlgren, Katrin & Maria Rydell 2020. Continuity and change. Migrants' experiences of adult language education in Sweden. I: *European journal for Research on the Education and Learning of Adults* Volym 11( 3): 399–414.
- Amara, Muhammad H. 2020. Palestinian schoolscapes in Israel. I: *Asian-Pacific Journal of Second Language Education* Volym 3(7): 1-18.
- Årman, Henning 2018. Speaking 'the Other'? Youths' regimentation and policing of contemporary urban vernacular. I: *Language & Communication* Volym 58, 47–61.
- Blackledge, Adrian, Angela Creese, Taşkin Baraç, Arvind Bhatt, Shahela Hamid, Li Wei, Vally Lytra, Peter Martin, Chao-Jung Wu & Dilek Yağcıoğlu 2008. Contesting 'language' as 'heritage': Negotiation of identities in late modernity: I: *Applied Linguistics* Volym 29(4): 533–554.
- Brown K. D. 2012. The linguistic landscape of educational spaces: Language revitalization and schools in Southeastern Estonia. I: Durk Gorter, Heiko F. Marten & Luuk Van Mensel (red.), *Minority Languages in the Linguistic Landscape*. London: Palgrave Macmillan, s. 281–298.
- Byrd Clark, Julie, Callie Mady & Adrienne Vanthuyne 2014. Exploring Reflexivity and Multilingualism in Three French Language Teacher Education Programs. I: *The Canadian Journal of Applied Linguistics* Volym 17(1): 129–155.
- Caglituncigil, Tulay 2018. Between myth and reality: Language classrooms in Spanish and Catalan social integration programmes. I: *Journal of Multilingual and Multicultural Development*. Volym 39(5): 431–444.
- Charalambous Constadina, Panayiota Charalambous, Michalinos Zembylas & Eleni Theodorou E. 2020. Translanguaging, (in)security and social justice education. I: Julie A. Panagiotopoulou, Lisa Rosen & Jenna Strzykala (red.) *Inclusion, Education and Translanguaging*. Inklusion und Bildung in Migrationsgesellschaften. Wiesbaden: Springer, s. 105–123.
- Creese Angela & Adrian Blackledge 2015. Translanguaging and identity in educational settings. I: *Annual Review of Applied Linguistics* Volym 35: 20-35.
- Creese, Angela & Adrian Blackledge 2019. Translanguaging and public service encounters: Language learning in the library. I: *The Modern Language Journal* Volym 103(4): 800–814.
- De Saint Léger, Diane & Kerry Mullan 2020. New Caledonia: A semiotic analysis of the landscape as an opportunity for learning. I: Greg Niedt & Corinne A. Seals (red.), *Linguistic Landscapes Beyond the Language Classroom*. London: Bloomsbury, s. 55–77.
- Ganuza, Natalia & Christina Hedman 2017. Ideology vs. practice: Is there a space for translanguaging in mother tongue instruction? I: BethAnne Paulsrud, Jenny Rosén, Boglárka Straszer & Åsa Wedin (red.), *New Perspectives on Translanguaging and Education* Clevedon: Multilingual Matters, s. 208–226.
- Harman, Ruth M. & Xiaodong Zhang, 2015. Performance, performativity and second language identities: How can we know the actor from the act? I: *Linguistics and Education* Volym 32: 68–81.
- Hedman, Christina & Ulrika Magnusson 2017. Samtal om lärobokstext på två språk. Textsamtalets stöttande funktion för spansk-svensktalande ungdomar med och utan uppfattade läshinder. I: *Nordand* Volym 12(1): 23–44.

- Hedman, Christina & Ulrika Magnusson 2018. Lika eller lika möjligheter? Diskurser om skolämnet svenska som andraspråk inom det akademiska fältet i Sverige. I: *Acta Didactica* Volym 12(1): 1–20.
- Hedman, Christina. & Ulrika Magnusson 2019. Performative functions of multilingual policy in second language education in Sweden. I: *International Journal of Bilingual Education and Bilingualism*. Epub ahead of print.
- Hedman, Christina & Jenny Rosén 2020. Modersmålsämnets legitimitet i ett förändrat politiskt landskap: en analys av svensk riksdagsdebatt under 2010-talet. I: *Utbildning & Demokrati – tidskrift för didaktik och utbildningspolitik* Volym 29(3): 31–50.
- Hintermann, Christiane, Christa Markom, Heidemarie Weinhäupl & Sanda Üllen 2014. Debating migration in textbooks and classrooms in Austria. I: *Journal of Educational Media, Memory, and Society* Volym 6(1): 79–106.
- Iversen, Jonas Yassin 2019. Negotiating language ideologies: pre-service teachers' perspectives on multilingual practices in mainstream education. I: *International Journal of Multilingualism*. Epub ahead of print.
- Iversen Jonas Yassin 2020. Pre-service teachers' narratives about their lived experience of language. I: *Journal of Multilingual and Multicultural Development*. Epub ahead of print.
- Jaffe, Alexandra 2015. Defining the new speaker: Theoretical perspectives and learner trajectories. I: *International Journal of the Sociology of Language* Volym 23: 21–44.
- Kasstan Jonathan R., Anita Auer & Joseph Salmons 2018. Heritage-language speakers: Theoretical and empirical challenges on sociolinguistic attitudes and prestige. I: *International Journal of Bilingualism* Volym 22(4): 387–394.
- Kirilova, Marta & Dorte Lønsmann 2020. Dansk – nøglen til arbejde? Ideologier om sprogbrug og sproglæring i to arbejds kontekster i Danmark. I: *Nordand* Volym 15(1): 37–57.
- Kolu Jaana 2020. Tvåspråkiga Haparandaungdomars transspråkande och identitetspositionering ur ett diakront perspektiv (2014–2019). I: *Nordand* Volym 2020(2): 63–77.
- Li Wei 2018. Translanguaging as a practical theory of language. I: *Applied Linguistics* Volym 39(1): 9–30.
- Matsumoto, Yumi 2019. Material moments: Teacher and student use of materials in multilingual writing classroom interactions. I: *Modern Language Journal* Volym 103(1): 179–204.
- Mattlar, Jörgen 2008. *Skolbokspropaganda? En ideologianalys av läroböcker i svenska som andraspråk (1995–2005)*. (Acta Universitatis Upsaliensis Studia Didactica Upsaliensia 1.) Uppsala: Uppsala universitet. (Enligt lärares anvisningar.)
- Meidell Sigsgaard, Anna-Vera & Susanne Karen Jacobsen 2020. At bølge i en akademisk analyse. I: *Globe: A Journal of Language, Culture and Communication* Volym 10: 82–101.
- Menken Kate, Vanessa Valerio Pérez Rosario & Luis Alejandro Guzmán Valerio 2018. Increasing multilingualism in schools: New scenery and language education policies. I: *Linguistic Landscape* Volym 4(2): 101–127.
- Milani, Tommaso M. 2007. Voices of authority in conflict: The making of the expert in a language debate in Sweden. I: *Linguistics and Education* Volym 18(2): 99–120.

- Ponzio, Christina M. 2020. (Re)Imagining a translingual self: Shifting one monolingual teacher candidate's language lens. I: *Linguistics and Education* Volym 60: 1–11.
- Norlund, Anita 2020. Suggestopedi som språkdidaktiskt verktyg i vuxenutbildning: en kritisk textanalys. I: *Pedagogisk forskning i Sverige* Volym 25(2–3): 7–25.
- Rydenvald, Marie 2015. Elite bilingualism? Language use among multilingual teenagers of Swedish background in European Schools and international schools in Europe. I: *Journal of Research in International Education* Volym 14(3): 213–227.
- Salö, Linus, Natalia Ganuza, Christina Hedman & Martha Sif Karrebæk 2018. Mother tongue education in Sweden and Denmark. Language policy, cross-field effects, and linguistic exchange rates. I: *Language Policy* Volym 17(3): 307–318.
- Spjut, Lina 2017. *Att (ut)bilda ett folk. Nationell och etnisk gemenskap i Sveriges och Finlands svenskspråkiga läroböcker för folk- och grundskola åren 1866–2016*. (Örebro Studies in Education 57.) Örebro: Örebro universitet. (Enligt lärares anvisningar.)
- Uzuma, Baburhan, Bedrettin Yazanb, Samar Zahrawi, Siham Bouamer & Ervin Malakaj 2021. A comparative analysis of cultural representations in collegiate world language textbooks (Arabic, French, and German). I: *Linguistics and Education* Volym 61: 1–12.
- Warriner, Doris S. 2010. Competent performances of situated identities: Adult learners of English accessing engaged participation. I: *Teaching and Teacher Education* Volym 26: 22–30.
- Warriner, Doris S. 2016. 'Here, without English, you are dead': Ideologies of language and discourses of neoliberalism in adult English language learning. I: *Journal of Multilingual and Multicultural Development* Volym 37(5): 495–508.
- Wenyang Sun & Jungmin Kwon 2019. Representation of monoculturalism in Chinese and Korean heritage language textbooks for immigrant children. I: *Language, Culture and Curriculum* 33(4): 402–416.

Ytterligare litteratur kan tillkomma, max 100 sidor.

Doktoranderna läser ett urval, i samråd med lärare.