

## **Learning, teaching and assessment of Swedish and English. Multilingualism as an asset and a challenge – PhD program for teacher educators**

### **1. Objective**

*Purpose and thematic field.* The purpose of this national graduate school is to carry out research in language education offering PhD studies to language teacher educators in a four years program. The thematic field of the program is language education in a multilingual school context, specifically Swedish and English seen from a perspective where multilingualism is considered as a basic component and asset for language learning as well as a pedagogical challenge. Multilingualism as a concept is defined as the human potential of learning new languages in addition to the first, acknowledging varying levels of competence in the different languages used by the individual (Hammarberg 2009). *Learning, teaching and assessment* are recognized as the three fundamental components of language education (Council of Europe 2001) and they correspond to the three strands that will be pursued in the proposed program. This will be done by examining aspects of oracy and literacy against a background of contextual factors (social as well as educational), individual factors (age, multilingual competence, metalinguistic awareness etc.), and linguistic factors (e.g. language relatedness, established developmental paths of language acquisition). The program will be coordinated by Stockholm University (SU) in collaboration with the universities of Gothenburg (GU), and Umeå (UmU). SU and GU in mid/southern Sweden are the universities with the largest numbers of teacher students in the country, with UmU in northern Sweden belonging to the upper third of the frequency ranking list. Nine students will be admitted, three to each of the participating universities. The program will be structured around common classes and seminars. Each student will be allocated at least two supervisors, specialized in relevant fields. Individual research projects (theses) will be carried out within the abovementioned strands in relation to the thematic field of the program. Foci of special interest are:

- The interaction of Swedish and English in the Swedish education and society, and how it affects Swedish and English as school subjects
- The relation between the school subjects Swedish and English re. learners' development of parallel literacy or oracy skills, required knowledge and expected progression in both languages
- Interactions between literacy and oracy development in Swedish and English and the impacts of media use
- Multilingual pupils and their approach to, views on, and contact with English as well as Swedish
- Language teachers in multilingual contexts: beliefs, attitudes and approaches
- Aspects of assessment in multilingual contexts
- Language policy and its role for pupils' multilingual development

The program will be concerned with the following overarching questions: Which are the assets and challenges of learning, teaching and assessment of Swedish and English in a multilingual society/school, considering variations of social and educational contexts, age of acquisition and language background? How does school take on its role as educator in these two languages in a context where they are becoming more and more parallel and where knowledge and use of a number of other languages are in play? More specifically, these issues will be studied in subprojects within the areas of the participating researchers' field of expertise, e.g. the interaction between Swedish and English and other languages known to the pupils, the role of metalinguistic awareness in multilingual education, extramural English, Content and language integrated learning (CLIL), speakers of minority languages in relation to Swedish and English, the role of previously acquired languages in additional language learning, the character and role of language assessment in varying contexts, to mention some potential project areas. Furthermore, the potential possibilities and limitations of translanguaging as regards language education are of interest to this program.

The students will engage in theoretical and empirical studies, each in an individual project related to the overarching themes and research questions of the program. Data from a wide variety of learners in the inclusive Swedish school (pre-school to upper secondary school, special education etc.) will be gathered.

Literacy (reading and writing) in multilingual contexts can be approached from different, and concurrently multiple, perspectives. The individual, the context and the wider society (including policy) are all areas that directly affect literacy development. Cognitive aspects, such as differences in fluency and complexity of writing between languages, or processes involved in reading in multiple languages are important. Motivation, attitudes and anxiety in relation to literacy are other areas of interest for comparative studies. The impact of contextual factors on literacy development in multiple languages is another field of interest for the program, in particular the interactions between school and out-of-school language and literacy contexts. The relation between multilingualism, multimodality, literacy and digital media is particularly timely. Both children and young adults use text and different languages through media on a daily basis. How this use feeds into (multilingual) literacy development is an important area of investigation.

Oracy (from pronunciation to interaction – including production and reception) is holistically and functionally defined: as what a learner can do using oral language, how well and under what conditions (cf. Council of Europe 2001). As a language skill, oracy is seen as integrated and including diverse components of language such as grammar, vocabulary, pronunciation, pragmatics and fluency (see e.g. Iwashita, Brown, McNamara & O'Hagan 2008). An issue to investigate further is the relation between developing literacy and oracy, in view of the indefinite boundaries between them in the current media landscape. Activities related to the concept of extramural English, such as chats and online games, are characterized by dialogical forms, and often co-existing with parallel use of Swedish, that is, for example oral dialogue in gaming activities in English can be combined with chatting in Swedish. This evokes interesting queries about the cognitive production process but also concerning how education meets students' dialogical competences acquired through online activities of the kind described here (cf. Wengelin, Bengtsson & Kraft, 2016). Assessment of literacy and oracy are integrated aspects of learning and teaching and hence of obvious importance for the envisaged research projects, not least in a digital context. Also, issues of agency in relation to assessment are of vital interest (Little & Erickson 2015).

The program takes a wide and inclusive perspective towards both theory and method. We envisage that mixed methods will be useful in many of the projects as this is an approach that has proven particularly useful in practice based language studies (Enever & Lindgren, 2017). Discursive, textual and multimodal data, as well as qualitative and quantitative analysis will provide complementary information (Greene et al 1989, Tashakkori & Creswell 2007) to reach the aims and validate, for example, educational guidelines and interventions outputs. Depending on the particular methodological designs of the projects, different combinations of methods will be used; concurrent and sequential explanatory merged and combined analyses, for example, may be used to fully integrate data sets and link results from different data sets with each other (Creswell & Plano Clark 2007).

*Context and definitions.* Swedish and English are core subjects in the Swedish curriculum and used on a daily basis outside school by most young people in Sweden today, hence in practice constituting majority languages in the Swedish context. Swedish is officially denominated *main language*, but there is a noticeable presence of English as well as a considerable number of other languages spoken by smaller groups of people, the latter, however, not similarly acknowledged in policy and practice. The program therefore takes an interest also in Swedish as a second language, as well as minority languages, both national minority languages (Finnish, Meänkieli, Sámi, Romani and Yiddish) and languages spoken by immigrated minority populations in Sweden. Minority languages are often perceived by learners as mother tongues, but may or may not be their strongest language, when it comes to use and competence (Belancic et al. 2017). Issues of historical oppression and current policies for learning, development and use of minority languages interact with dominance of Swedish and English in society as well as curriculum.

We will use the term *multilingualism* in the sense of a number of present languages. When it comes to the individual learner, the term *plurilingualism* may also be relevant, depending on theoretical framework. The notion of *multilingualism* (as a number of languages known by an individual or present in a society), vs. *plurilingualism* (as a communicative competence to which all language knowledge and experience contribute, interrelate and interact) are highlighted in the Common European Framework for Languages (Council of Europe, 2001:4). This can to some extent be related to recent developments of the notion of translanguaging, viz. multilingual individuals' use of their languages as an integrated communication system (Otheguy, Garcia & Reid 2015).

From a psycholinguistic/cognitive point of view, languages can be labelled according to the order of acquisition, as first language (L1), as second language (L2), and as third language (L3, Ln). This has often been done within the field of L3 studies, where the role of age of onset and cognitive factors are dealt with (see e.g. Hammarberg 2009). From an educational and sociolinguistic viewpoint, a language can be viewed as mother tongue (albeit often discussed from a terminological point of view), foreign or second language, where 'foreign language' refers to languages that are studied in school contexts outside the community where the language is official, and 'second language' as languages that are spoken in a community in parallel to a first language, with official L2 status. This program is concerned with Swedish and English in different educational contexts, and see them as two languages that are part of the students' repertoire, in some cases together with other languages, which may require use of this terminology in different ways, according to scientific approach.

Although not officially a second language in Sweden, English is today considered by many scholars close to an L2 from a functional point of view, in relation to the main language Swedish. The two languages are used in parallel in the Swedish society; generally, adults and young people alike seem to concord in the opinion that English is the most important foreign language to know (Hyltenstam & Österberg 2010) and proficiency among young people is generally high – at least at intermediate levels, as measured in the European Survey on Language Competences (Commission of the European Communities, 2012). However, proficiency and willingness to communicate in English vary among learners, depending on factors such as starting age of exposure or instruction, social and linguistic background, as well as pedagogical context and methods (Nilsson, ongoing work). Considering the fact that English is a world language represented by several different varieties (Bolton & Davis 2006), an issue to investigate is how relevant the Swedish variant of English is for young, newly arrived people who may have other experiences of (other variants of) English as L2 or L3. Moreover, English has a special (inofficial) status and abounds in Swedish society. Extramural exposure to English (see e.g. Sylvén & Sundqvist, 2012) can have profound influence on proficiency, attitudes, and motivation to learn English and may also have an impact on students' views on Swedish. In addition, type and amount of extramural exposure may vary between different groups of students, and may therefore, also in that respect, constitute a factor of importance to consider in educational contexts and, thus, of interest to this program.

## **2. Research environment.**

*Research environment SU:* The Department of Language education (ISD) at Stockholm University (SU) educates pre- and in-service language teachers at SU since 2008. Research and education is strongly linked to the surrounding society, in particular in various collaborative projects with schools and municipalities. The department finds itself in a dynamic phase of development with several associate professors, two full professors and another under recruitment, altogether circa 30 senior scholars. Because language education is a broad, multidisciplinary subject, research at ISD is concerned with language as well as literature and there is ongoing research collaboration with the surrounding language departments. The department constitutes a perfect environment for the students of the planned graduate school: Prominent research relevant to the program concerning language and teaching, especially foreign language oracy and additional language learning is conducted by prof. C Bardel and colleagues within and outside the department. Research

into Swedish as L2 is expansive at the department. Associate prof E Zetterholm is specialized in Swedish phonology, which she applies in studies on Swedish L2. Mother tongue tuition and multilingualism in relation to Swedish as a L2 is conducted by e.g. associate professors C Hedman and U Magnusson. Literacy has been the focus of several projects at the department, involving also a number of PhD students. At present, ISD has a group of 12 PhD students of Language education focussing on English, Swedish, Swedish as a second language, and e.g. literacy, multilingualism and literature. Young and older learners of English are studied by two of the PhD students who are approaching their graduation. ISD has been involved in several national graduate schools for in-service teachers, the most recent being the national graduate school in language education FRAM (*De främmande språkens didaktik*), funded by VR 2011-2014 and directed by ISD, which fostered 10 language teachers into post-graduate studies in language education in collaboration with Gothenburg, Lund and Linnaeus University (Bardel, Erickson, Granfeldt & Rosén 2017). Therefore, the administrative mind-set and structure facilitate PhD students' joining national PhD programs like the one suggested here, and vice versa, the PhD program will easily link in with existing courses, seminars and other activities.

*Research environment GU:* The research environment Learning and Assessment in Languages is situated within the Department of Education and Special Education at the University of Gothenburg (GU). Within this environment, there is a well-established tradition of research into assessment, both formative and summative in character and with regard to student learning and competences in languages. The background to this research is, on the one hand, long experience with teacher pre- and in-service education and, on the other, many years of practical and theoretical familiarity with examinations and assessment in foreign languages at the national level, from compulsory schools to higher education. Teacher education forms a large part of the everyday work at the department, and from our environment, colleagues are involved in courses on English as a foreign/second/third language, language education and assessment for all age groups. Research in the environment can primarily be characterized as practice-oriented, and focuses first, on one of teachers' most important duties, namely to monitor and assess students' competences with the aim of promoting learning as well as equity; second, on effects of Content and Language Integrated Learning, CLIL; and third, on the use and extent as well as effects of extramural English. The research team is characterized by its breadth, in terms of background, aims and use of instruments and in its choice of research methods, including strong expertise in quantitative methodology, and it offers an ideal environment for doctoral students within the planned graduate school.

At the department in its entirety, there are 25 senior scholars and 11 PhD students, and specifically within the environment of interest here, one senior professor (G Erickson), whose area of research focuses on assessment, and one full professor (LK Sylvén), whose research interests are CLIL and extramural English, are active. In addition, there are several senior researchers focusing on relevant research, e.g. teacher cognition and CLIL, extramural English and cognitive aspects of language learning in connection with language teaching and assessment (e.g. BM Apelgren, J Löwenadler and E Olsson). A PhD student will soon defend her thesis on the assessment of spoken English. This research environment was involved in the national graduate school in language education FRAM (*De främmande språkens didaktik*), mentioned above.

Members of the research environment also collaborate on a regular basis with colleagues at the Swedish Department, which will be closely connected to the current program. This department is one of the largest Swedish departments in Sweden with some 60 academic scholars, 20 doctoral students and expertise in most core areas of linguistics and applied linguistics. The department has a long tradition of educating both primary and secondary school teachers in Swedish as first, second and foreign language. Featured research profiles are text and writing research, language education, Swedish as a second language, multilingualism, grammar, lexicology and language technology. Language learning and literacy have been the topics of several previous and current projects – especially

relevant for the here proposed program are those conducted by P Holmberg and Å Wengelin – and more than half of the ongoing PhD projects lie within these areas.

*Research environment UmU:* The research environment LITUM – Literacy research at Umeå University – brings together researchers from a number of disciplines with a common interest in literacy, including language, education, psychology, literature, and mathematics. Currently the environment comprises 17 senior scholars and nine PhD students. LITUM has three defined research strands: multilingual literacy, literacy in formal and informal contexts, and literacy and special needs. LITUM is theoretically wide and inclusive and find mixed methods a particularly useful approach in researching the complexity of the language classroom (see Enever & Lindgren, 2017). The environment has a long tradition of close collaboration with society and aligns itself with the concept of Citizen Science. Several projects are developed in collaboration with schools, teachers and students resulting in co-constructive research processes in which knowledge is fed back into both parts throughout the projects. The connection with Vaartoe (Center for Sami research) and the Sami schools have been particularly important in the development of inclusive and ethical research methodologies. Indigenous research has long been concerned with these issues and several guidelines for inclusive and ethical research methodologies have been developed. LITUM, and its host organization, the Department of Language Studies, are closely connected with teacher education and the research school of Umeå School of Education and with the research school run by the Faculty of Arts. Both research schools have long experience of organizing PhD training, courses, networks etc. and have developed a well-functioning organization and infrastructure for PhD training, which will directly benefit the students in our proposed graduate school. E Lindgren has long experience from PhD training both as a research coordinator in Umeå School of Education, with responsibility for the PhD program and as a supervisor within the fields of young learners, language teaching and learning and literacy.

### **3. Program description**

(For the planning of the program, see 4). The three participating environments described above have among their staff approximately 30 educators without a PhD, teaching Swedish, Swedish as L2 and English, part or full time. Some of them are hired temporarily in combination with a school teacher employment. The situation is similar at other universities, so there seems to be no reason to restrict the catchment area.

### **4. Organization**

*Organization and administration:* The proposed PhD program will be coordinated mainly by the coordinator prof. Camilla Bardel at SU, together with the assisting coordinator, associate prof. Elisabeth Zetterholm and an administrator with experience of national graduate schools, M Skoglund Ålin. All organizational matters, from the planning phase and onwards (i.e., the development of the program courses, seminars, conferences, invited guests and finally the dissertations) will be monitored by a steering group. This will be composed by C Bardel and E Zetterholm (SU), prof. Liss Kerstin Sylvén and prof. Gudrun Erickson (GU) and associate prof. Eva Lindgren (UmU).

*Work distribution between supervisors, examiners and course givers:* Nine students will be admitted, three to each of the participating universities, to PhD studies in Language education (*Språkdiraktik* at SU, *Språkdiraktik* or *Pedagogiskt arbete* at UmU, and *Ämnesdidaktik, språklig inriktning* at GU).

Other PhD students registered at the participating universities working in the thematic field of this program may apply for association to the graduate school. Each student will be allocated one main supervisor from the group of participating researchers, and one assisting supervisor, specialized in relevant fields. From a pool of potential supervisors from the three participating universities, we will also have the option to seek out additional assisting supervisors, if needed. Readers for seminars and examiners and discussants for the defense will be sought from the participating researchers, the potential supervisors or other colleagues at the participating universities or in other Swedish universities or abroad. All arrangements of this kind will be made after consultation with the local director of studies or appointed examiner of the PhD studies.

The program will be structured around classes and seminars at the three universities, some from the regular PhD programs of the participating departments, and three courses will be unique for the program and compulsory for all nine students (but open also to other students). Moreover, a number of conferences will be organized for all the students and supervisors. Course 1, concentrated around *language learning and teaching*, will be held at SU. Topics of the course will be for ex. a) the age factor in language learning and teaching, b) individual differences related to age, language background, motivation, etc. c) teacher and learner beliefs, d) CLIL. Course 2, which will focus on *language assessment* in relation to different age groups and multilingualism, will be held at GU. Course 3, held at UmU will be a course on research methodology, in particular the *mixed methods* approach.

In order to coordinate and follow up the individual students' progression, the regular PhD programs at the respective universities must be respected and this will be handled by the main supervisor in cooperation with the directors of PhD studies at SU, GU and UmU.

One initial semester will be used for preparations, announcement of the PhD positions, time for candidates to write applications. During this term, the steering group will meet several times and they will also meet with the Advisory Board (see section 7) for a two-day conference. Eventually, the applications will be reviewed and vetted according to the standards for admission to the regular PhD programs at the participating departments. The participating researchers will read and rank the applications and members of the AB will also be asked to judge some of the applications and finally the most promising candidates will be interviewed. Current or recent employment within Swedish teacher education will be a condition. For other requirements, see the study plan of each university.

*Time schedule.* Following is a more detailed, albeit preliminary, time schedule of the subsequent semesters, from the start of the studies:

*Year 1, term 1:* The first semester of the program will start with a two-day conference outside Stockholm with all the participating researchers, the AB and the students. A series of seminars on research ethics will start during the conference and be continued at separate meetings at the three universities. One invited lecturer will give a streamed presentation at one of the three universities. Towards the end of the first semester, students will give their first regular seminar about their planned research at their respective universities. At the end of the semester, the steering committee will gather at a conference to sum up first results, reflect and evaluate.

*Year 1, term 2:* The first compulsory course, which will be centred around language learning and teaching, common for all nine students will be held at SU, distributed in three two- or three-days meetings. A one-day seminar with all the students and supervisors will be held in connection to one of the course meetings. All supervisors will meet in Stockholm once to discuss the progression of the students and plan future work.

*Year 2, term 3:* The second and the third compulsory courses, on language assessment and mixed methods, will be held at GU and UmU, respectively. Also, this term, a one-day seminar with all students and supervisors will be held in connection with one of the course meetings. An important issue at this meeting will be data collection. All supervisors will meet again to discuss the progression of the students and to plan future work.

*Year 2, term 4:* During this term, students are to give their half way research seminar at their respective universities. One invited lecturer will give a streamed presentation at one of the three universities. Furthermore, a one-week study trip to a university with relevant research and practice for the program chosen in collaboration with the international network of the participating researchers is planned for all students and supervisors.

*Year 3, term 5:* A two-days conference in the vicinity of Gothenburg with all the participating researchers, the AB and the students.

*Year 3, term 6:* Students are expected to have fully entered their writing phases. Two invited lecturers will give streamed presentations at one of the three universities. All supervisors will meet at one of the participating universities to discuss the progress of the students and to plan the upcoming final seminars and defenses.

*Year 4, term 7:* During this term, students are supposed to concentrate on writing and they are to give their final seminars at their respective universities.

Year 4, term 8: Defenses.

## **5. Significance**

As is well known there is a need, in the Swedish context, to offer in-service teacher educators PhD education. The proposed program will fill a gap in current Swedish teacher education programs concerning the role of multilingualism for subsequent and parallel language learning, but also internationally in the research field.

## **6. National coordination**

The graduate school will be coordinated by SU, as described above (section 4). The steering group will be responsible for the planning of the school, the call and the admission of the applicants. They will also be responsible for the matching of students and supervisors. During the course of the program, the steering group will meet regularly to follow up planning and finalize organization of activities, organize meetings, seminars, courses and conferences. They will constitute a link between the coordinating staff and the participating organizations at the respective universities where the students will be admitted and follow parts of the regular PhD programs.

Other participating researchers who will work in close collaboration with the steering group are associate prof. Åsa Wengelin and prof. Per Holmberg at the Swedish Department, GU, contributing with their competencies in the field of literacy. At the present time, the field of language education is in stark development in the Swedish context. A relatively small group of researchers have led prominent research projects during the last decades and a number of professors are now retiring or have recently retired. In our pool of potential supervisors from the three participating universities, we have therefore selected a group of associate professors, all with relevant specializations and most of them close to the Swedish degree of 'docentur' or full professorship, and with experience of supervising PhD students: From the Dep. of Language education, SU: Christina Hedman and Ulrika Magnusson, Swedish as a second language, and Laura Sánchez, English (with an impressive track record in research on third language learning and the age factor). From the Dep. of Language studies, UmU: Carina Hermansson, specialized in literacy studies. From the Dep. of Education and Special Education, GU: Britt-Marie Apelgren, 'docent' in English language education, specialized in teacher and learner cognition, language assessment and CLIL; John Löwenadler, specialized in explicit and implicit L1 and L2 learning, with experience from teaching in upper secondary level and in the teacher training program, as well as hands-on expertise of the Swedish Scholastic Assessment Test; Eva Olsson, specialized in academic vocabulary and the role of extramural exposure for the English L2 learning process, and with a long experience of teaching English and French in secondary school, as well as familiarity with examinations and assessment in foreign languages at the national level.

A basic criterion when selecting the participating researchers has been the overall competence of the staff involved in the graduate school. Together they cover necessary expertise in the fundamental areas of the theme of the program. The members of the steering committee have been selected keeping in mind both their scientific competence and their experience from research and educational administration as well as collaboration in similar programs. C Bardel (professor at SU) was responsible for the previously mentioned graduate school FRAM for in-service teachers, which produced 10 licentiate students, six of whom today registered in continued regular PhD education. G Erickson (professor at GU) was also a member of the steering committee and supervisor of FRAM. Both have strong track records in the field of multilingualism, foreign language education and assessment. LK Sylvén (professor at GU) was a supervisor in FRAM and is a specialist in the field of Language education, esp. English in the Swedish context, extramural English and CLIL.

E Lindgren (UmU), associate professor in language teaching and learning ('språkdidaktik') is an experienced scholar in the field of multilingual literacy and young learners. Lindgren also has experience from mixed-methods research from two projects funded by the Swedish research council (VR 2011-6153, VR 2013- 2384) and recent publications (Enever & Lindgren, 2017). Together with colleagues she has researched the situation for multilingual literacy for Sámi speaking children in Finland, Norway and Sweden including cognitive, contextual and policy aspects. Lindgren and Enever have explored the

ontology of the field of the Swedish concept 'språkdidaktik' and how research in this field can be understood (Lindgren & Enever, 2015).

E Zetterholm ('docent' and associate professor in Swedish as a second language) has a unique competence in the field of pronunciation and is one of few scholars who have discerned problematic areas in learning and teaching pronunciation in Swedish as L2 on a scientific basis. Together with colleagues in Finland she has carried out research on teachers' behaviour when teaching Swedish pronunciation, and she is currently conducting a study on different teaching methods as regards pronunciation. She has collaborated in a project on young learners' Swedish literacy development in children in a multilingual Swedish classroom. She has served part time as research administrator at SU during the last two years.

### **7. International and other national collaboration**

The international network of the participating research environments is strong, and this will be taken advantage of in the proposed program. Two of the participating researchers and supervisors are colleagues from abroad who will contribute significantly to the outcome of the program. They are prof. Lourdes Ortega (Georgetown University), internationally renowned researcher in the field of second language acquisition (SLA) with a strong commitment to multilingual language learning, and prof. Janet Enever (University of Reading), specialized in young learners of English and with experience of the Swedish context after a period as visiting professor at Umeå University. Furthermore, another five internationally renowned researchers in Language education have accepted, with enthusiasm, to support the program in an international Advisory Board (AB): Prof. Piet van Avermaet, head of the Centre for Diversity and Learning, at the Linguistics Dep. of Ghent University. His teaching and research cover topics related to multilingualism in education and assessment, social inequality in education, language policy and practice in education. Prof. Ofra Inbar-Lourie is Chair of the Teacher Education Unit at the School of Education, Tel Aviv University. Focus research interests are language policy and assessment literacy; language teachers, especially with regard to native and non-native speaking background, and young language learners. Prof. David Little, former head of the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. DL has vast experience in issues of linguistic diversity and migration and has worked extensively for the Council of Europe, in particular with the CEFR and ELP. Prof. Simone Pfenninger, at the Dep. of English and American Studies, University of Salzburg. Principal research areas are multilingualism and the age factor, individual differences and socio-affective factors in SLA. SP is currently involved in policy and curriculum design and gives workshops and courses for pre-service and in-service teachers. Prof. Nancy Hornberger, Educational Linguistics Division, Graduate School of Education, University of Pennsylvania, is internationally known for her work in e.g. bilingualism and biliteracy, ethnography and language policy. She investigates language and education in culturally and linguistically diverse settings, combining methods and perspectives from educational anthropology, linguistic anthropology, and sociolinguistics. Each of these scholars has a professional relation with members of the steering committee of this program. They will engage in different activities of the program, from the first year and onwards (see section 4).

As for the single departments, ISD has been characterized by international exchange, visiting professors and international and national research collaboration since its start in 2008. Some examples of previous and ongoing collaboration are professors Anne Burns (Sydney), Angela Creese (Birmingham), Scott Jarvis (Salt Lake City), Alex Housen (Brussels), Jason Rothman (Reading), Michel Paradis and Pavel Trofimovich (Montreal), Nina Spada (Toronto), and Karin Vogt (Heidelberg University of Education). Current and previous projects, seminars and PhD courses are or have been carried out in collaboration with colleagues at the language departments at Stockholm university and/or at other Swedish and foreign universities. As mentioned earlier, ISD was responsible for the national graduate school in language education FRAM (*De främmande språkens didaktik*), which was a collaboration with the universities of Gothenburg, Lund and Linnaeus University. C Bardel is currently involved in the national VR funded research project *Learning, Teaching and*



*Assessment of Second Foreign Languages: An Alignment Study on Oral Language* led by J Granfeldt, Lund University. E Zetterholm has a vast network in the area of L2/L3 phonology and learning and teaching and she is currently conducting comparative studies of the Swedish and Finnish educational contexts ('docent' Mikko Kuronen, Jyväskylä University and Dr Martina Huhtamäki, Helsingfors University). She also has ongoing collaboration with prof. Dominika Skrzypek, Adam Mickiewicz University, Poznan, on multilingualism and Polish students who learn Swedish as L3. As for national collaborations, she has conducted a project together with Dr Ewa Bergh Nestlog, Linnaeus University, on literacy development of multilingual classroom and collaborates with prof Gisela Håkansson, Lund University/Høgskolan i Østfold, Norway, on multilingual young learners focussing on grammatical and phonological development.

At GU, the research environment is characterized by its broad national and international network of contacts and its members participate in several international research projects. Prof. Erickson is involved in projects on learning, teaching and assessment and collaborates with a number of national and international colleagues, e.g. prof. April Ginther, Purdue University, USA; Prof. David Little, Dublin, and Dr. Brian North, Eurocentres, Switzerland. Erickson has been project leader for the Swedish national tests for languages and is now the scientific leader of the project. She is engaged in EALTA (European Association for Language Testing and Assessment) and was its President 2013-2016. Further, Erickson is involved with the Council of Europe in projects related to the CEFR (Common European Framework of Reference for Languages), currently as member of a research team at the ECML in Graz developing a quality assurance matrix for CEFR use. In this project, she collaborates, i.a., with Dr Brian North, instrumental in the creation and continuous development of the CEFR. Prof. Sylvén collaborates with a number of international colleagues on various aspects of CLIL, for instance associate prof. Amy S. Thompson, University of South Florida, prof. Tarja Nikula and prof. Paula Kalaja, Jyväskylä University, prof. Ana Llinares, Universidad Autónoma de Madrid, and is engaged in the CLIL Research Network. Nationally, Sylvén collaborates on issues in connection with extramural English with associate prof. Pia Sundqvist, Karlstad University. Sylvén was also the project leader of the research project Content and Language Integration in Swedish Schools, CLISS, funded by VR 2011-2014, where researchers from SU and GU investigated CLIL in Sweden from a number of perspectives. Recently, Sylvén was commissioned by the National Agency for Education to author an overview of CLIL, comparing CLIL in five European countries with CLIL in Sweden. Sylvén is the project leader for the English reading comprehension part of the Swedish scholastic assessment test. The department of Swedish (GU) encourages national and international cooperation both through student and teacher exchange and research collaboration. Some examples of recent visiting scholars, relevant for this proposal are prof. Kjell Lars Berge, University of Oslo Norway, prof. Siv Björklund, University of Vasa, Finland, prof. John Hayes, Carnegie Mellon University, USA. Doctoral students are co-supervised by for example G Erickson, dep. of education and special education (GU), Mikael Tengberg, dep. of education, Karlstad University and Lise Kulbrandstad, Inland Norway University of Applied Sciences. Ongoing research projects on language learning and literacy involve for ex. Maaike Hajer, University of Malmö, John Rack, Linnæus University and Vincent Connelly, Oxford Brookes University.

At UmU, the research environment is supported by a large international network. Two visiting professors are connected with LITUM: Prof. Gert Rijlaarsdam, University of Amsterdam/Antwerp and Prof. Monika Budde, Vechta University, Germany. Prof. Nancy Hornberger, Pennsylvania State University, is a former visiting professor and recurring guest in the environment. LITUM and the Department of Language Studies organize workshops, to which international scholars are invited to discuss issues with our PhD students. E Lindgren is currently the coordinator for the EARLI special interest group Writing, a supporting network that organizes a bi-annual conference, a junior research school and other activities, often targeted toward PhD students. Lindgren is also an active member of COST Action IS1401ELN - Strengthening Europeans' Capabilities by Establishing the European Literacy Network (ELN). ELN is a pan-European literacy research network, whose primary aim is to

bridge the gap between literacy science and education. She is collaborating with scholars at Sydney University (Dr Marie Stevenson), Antwerp University (Prof Luuk Van Waes, Dr Mariëlle Leijten), Tel Aviv University (Prof Anat Stavens), Köln University (Dr Esther Breuer) and others, and have been involved in the evaluation of research grants in Belgium, the Netherlands and Iceland. Carina Hermansson is the coordinator for the National Literacy Network, a network that offers an arena for the Nordic researchers to immerse in questions of the research field of literacy as well as in edupolitical questions of literacy. Hermansson is also the convener for Network 15 of NERA, the main association for educational researchers in the Nordic countries, and assistant director for the research environment LITUM (Literacy research) at Umeå University. She collaborates with scholars from Denmark (Prof. Lars Holm, University of Aarhus), Finland (Liisa Tainio, University of Helsinki) and Canada (Prof. Diana Masny, University of Ottawa) where she focuses questions concerning our understanding of literacy in contemporary educational settings in which difference and multiplicity have become key features.

### **8. Equipment and infrastructure**

Nine laptops for the students are calculated for in the budget of this application. Other necessary computers and equipment for audio and video recording will be available at the participating universities and external supervisors/researchers are supplied with computers from their home universities. Data storage will be taken care of by the respective universities; for common sharing BOX will be used.

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