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Innehållsförteckning

PLENARY LECTURES	7
“BOOKS GALORE!” BALANCING ACADEMIC READING WITH LINGUISTIC DEMANDS IN SWEDISH HIGHER EDUCATION	7
HANS MALMSTRÖM, CHALMERS UNIVERSITY OF TECHNOLOGY	7
COSCRIBBLING AND CORRESPONDING: KEATS’S LETTERS, SHAKESPEARE’S POEMS, AND THE FUTURE OF LITERARY CRITICISM	8
ANDREW BENNETT, UNIVERSITY OF BRISTOL	8
ENGLISH LANGUAGE AND LINGUISTICS AT UNIVERSITY LEVEL IN SCANDINAVIA: WHAT AND WHY?	8
HILDE HASSELGÅRD, UNIVERSITY OF OSLO.....	8
GENERAL SESSIONS	9
1. SWEDISH COMPOUND NOUNS AND ENGLISH NOUN SEQUENCES:	9
A CORPUS-BASED STUDY	9
MAGNUS LEVIN, LINNÆUS UNIVERSITY	9
JENNY STRÖM HEROLD, LINNÆUS UNIVERSITY.....	9
VASILIKI SIMAKI, LUND UNIVERSITY.....	9
2. INTRODUCING THE CHINESE LEARNER ENGLISH CORPUS	10
YING WANG, KARLSTAD UNIVERSITY	10
HENRIK KAATARI, UNIVERSITY OF GÄVLE	10
TOVE LARSSON, NORTHERN ARIZONA UNIVERSITY	10
3. IMPLEMENTING A STUDENT-GENERATED ACADEMIC CORPUS IN A TECHNICAL ENGLISH COURSE: OPPORTUNITIES, CHALLENGES, AND FUTURE USE IN SWEDISH HIGHER EDUCATION	11
DUYGU SERT, MÅLARDALEN UNIVERSITY	11
4. ALL ARE EQUAL, BUT SOME ARE MORE EQUAL THAN OTHERS.	12
CRITICAL ANALYSIS OF ENGLISH TEXTBOOKS USED IN POLAND AND SWEDEN IN THE CONTEXT OF INCLUSIVITY AND DIVERSITY	12
MARZANNA POGORZELSKA, UNIVERSITY OF OPOLE	12
5. SUPPORTING EQUITABLE EDUCATION FOR STUDENTS OF DIVERSE ABILITIES IN ENGLISH – OPPORTINUTIES FOR DIFFERENTIATION	13
CAROLINE SIMS, UNIVERSITY OF GAVLE	13
FREDRIK SVENSSON, UNIVERSITY OF GAVLE.....	13
OLGA JARL, UNIVERSITY OF GAVLE	13
6. HOW TO SYSTEMATISE MULTILINGUAL TEACHING PRACTICES IN ENGLISH LANGUAGE CLASSROOMS	15
JUSTYNA LEGUTKO, LINNEAUS UNIVERSITY	15
7. ORAL INTERACTION IN L2 ENGLISH LoL PLAY: A CASE STUDY OF CURT AND SVEN	16
PIA SUNDQVIST, UNIVERSITY OF OSLO.....	16
LISS KERSTIN SYLVÉN, UNIVERSITY OF GOTHENBURG	16
8. DISAGREEMENT AND L2 INTERACTIONAL COMPETENCE: EFL LEARNERS’ PRACTICES FOR DISPLAYING AND MANAGING DISAGREEMENT IN A COLLABORATIVE IMAGINING TASK	17
ERICA SANDLUND, KARLSTAD UNIVERSITY	17
SILVIA KUNITZ, LINKÖPING UNIVERSITY	17
9. BRIDGING THE GAP: 'SOMETIMES YOU BECOME BLIND TO YOUR OWN WRITING' – ADDRESSING GRAMMATICAL ERRORS IN L2 ENGLISH WRITING THROUGH TARGETED INTERVENTION	19
VI THANH SON, UNIVERSITY OF GOTHENBURG.....	19
10. COMPREHENSION CHALLENGES IN AN ENGLISH MEDIUM INSTRUCTION LECTURE: A REPORT FROM LINGUISTICS	20

JOSEPH SIEGEL, STOCKHOLM UNIVERSITY	20
MARIA KUTEEVA, STOCKHOLM UNIVERSITY	20
AKI SIEGEL, STOCKHOLM UNIVERSITY.....	20
11. ACADEMIC READING IN CRISIS? LOOKING PAST THE BLAME GAME IN SWEDISH HIGHER EDUCATION...	21
LINDA ERIKSSON, ÖREBRO UNIVERSITET	21
HANS MALMSTRÖM, CHALMERS TEKNISKA HÖGSKOLA	21
12. THE FUTURE OF ENGLISH HISTORICAL LINGUISTICS IN SWEDEN	22
ERIK SMITTERBERG, UPPSALA UNIVERSITY.....	22
13. THE RELATION BETWEEN ACCURACY AND GRADING IN ASSESSMENT OF SWEDISH EFL STUDENTS’ WRITING DURING THE NATIONAL TESTS OF ENGLISH IN UPPER SECONDARY SCHOOL.....	23
CHRISTIAN HOLMBERG SJÖLING, LULEÅ UNIVERSITY OF TECHNOLOGY.....	23
14. LANGUAGE ASSESSMENT - DATA GATHERING DESIGNS	24
TOMMY JANSSON, KARLSTAD UNIVERSITY	24
15. UNDERSTANDING STUDENT ENGAGEMENT WITH CHATGPT: PERSPECTIVES FROM LANGUAGE TEACHERS.....	25
MILOŠ TASIĆ, UNIVERSITY OF NIŠ, SERBIA	25
DUŠAN STAMENKOVIĆ, SÖDERTÖRNS HÖGSKOLA	25
16. AUDIENCE AWARENESS IN PHD WRITING: A KEY TO SUSTAINABLE SCHOLARLY COMMUNICATION	26
ANNA WÄRNSBY, MALMÖ UNIVERSITY	26
ASKO KAUPPINEN, MALMÖ UNIVERSITY	26
17. COMMUNICATIVE STRATEGIES IN UNDERGRADUATE THESIS SUPERVISION: A CASE STUDY TO DISCUSS PEDAGOGICAL IMPLICATIONS FOR INQUIRY-BASED LEARNING	27
MUSRIFATUN NANGIMAH, MALMÖ UNIVERSITY	27
18. WRITING ANXIETY IN AN ACADEMIC CONTEXT: A STUDY ON INTERNATIONAL POSTGRADUATE STUDENTS IN THE UK	28
ULKU KOZLUCA, EXETER UNIVERSITY	28
19. USING CHILDREN’S LITERATURE IN COMMUNICATIVE LANGUAGE TEACHING IN THE PRIMARY ENGLISH CLASSROOM.....	29
CAJSA GRENNER, MALMÖ UNIVERSITY	29
INGRID HORTIN, MALMÖ UNIVERSITY	29
SIRKKA IVAKKO, MALMÖ UNIVERSITY.....	29
20. LITERARY TEXTS IN EFL TODAY: EDUCATIONAL CHALLENGES, MOTIVATIONAL FACTORS, CREATIVE LEARNING, INTERCULTURAL LEARNING, LITERARY LEARNING AND LINGUISTIC LEARNING (WIP)	30
CATHARINA WOLCOTT, UNIVERSITY OF SKÖVDE	30
21. TRANSLATING TABOO IN ENGLISH LITERATURE: DISTRUSTING THE SWEDISH READER’S MORAL VALUES IN HARPER LEE’S TO KILL A MOCKINGBIRD	32
LARS LILJEGREN, LINKÖPINGS UNIVERSITET	32
22. REALISM WITHOUT GUARANTEES: COMMUNIST FICTION, ‘THE BRITISH ROAD TO SOCIALISM’, AND JACK LINDSAY’S BETRAYED SPRING (1953)	33
ROBERTO DEL VALLE ALCALÁ, SÖDERTÖRN UNIVERSITY	33
23. TRANSMEDIATING FRANKENSTEIN - DAVE MORRIS’S FRANKENSTEIN APP	34
ZITA FARKAS, LINNAEUS UNIVERSITY.....	34
24. FICTION AS A DIDACTIC TOOL FOR STUDENT REFLECTION ON CLIMATE ISSUES	35
DAKOTA LAGERCRANTZ, LINKÖPING UNIVERSITY, DAKOTA.LAGERCRANTZ@LIU.SE	35
25. PRIMARY TEACHER EDUCATION AND ENGLISH IN THE WILD: PERCEPTIONS AND POSSIBILITIES	36
BETHANNE PAULSRUD, STOCKHOLM UNIVERSITY.....	36
PARVIN GHEITASI, DALARNA UNIVERSITY.....	36
26. PRE-SERVICE ENGLISH TEACHERS’ ATTITUDES TOWARDS AI-POWERED FEEDBACK TOOLS IN COMPARISON WITH TEACHER FEEDBACK	37
ANNA-LENA FREDRIKSSON, DEPARTMENT OF LANGUAGES AND LITERATURES, UNIVERSITY OF GOTHENBURG	37

27. CRITICALITY THROUGH CRITICAL (SELF-)REFLECTION IN STUDENT TEACHERS' PLACEMENT IN ENGLISH LANGUAGE TEACHER EDUCATION	39
IULIAN CANANAU, UNIVERSITY OF GÄVLE	39
EVELINA JOHANSSON, LUND UNIVERSITY	39
28. LINGUISTIC JUSTICE IN THE CLASSROOM: TEACHING ENGLISH IN DIVERSITY.....	40
JOSEP SOLER, STOCKHOLM UNIVERSITY.....	40
29. ENHANCING TEACHER RESEARCH LITERACY: A PATHWAY TO A SUSTAINABLE AND EQUITABLE FUTURE IN EDUCATION.....	41
SHAUN NOLAN, MALMÖ UNIVERSITY	41
ANNA WÄRNSBY, MALMÖ UNIVERSITY	41
30. CO-CONSTRUCTING EXPLANATION SEQUENCES DURING BETWEEN-DESK INSTRUCTIONS	42
IN PROJECT-BASED LANGUAGE CLASSROOMS.....	42
MARWA AMRI, MÄLARDALEN UNIVERSITY	42
OLCAY SERT, MÄLARDALEN UNIVERSITY.....	42
THORSTEN SCHRÖTER, MÄLARDALEN UNIVERSITY	42
 SPECIAL SESSIONS.....	 44
 <u>WORKSHOP ON LITERATURE EDUCATION.....</u>	 <u>44</u>
 <u>ROUNDTABLE DISCUSSION: LITERATURE IN ENGLISH AND EDUCATION FOR SUSTAINABLE DEVELOPMENT</u>	 <u>45</u>
 <u>COLLOQUIUM: DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH</u>	 <u>45</u>
 WHAT'S THE PURPOSE OF READING? A LEARNING STUDY IN ENGLISH YEAR 8	46
JESSICA BERGGREN, DEPARTMENT OF TEACHING AND LEARNING, STOCKHOLM UNIVERSITY	46
ANNA GREEN, DEPARTMENT OF TEACHING AND LEARNING, STOCKHOLM UNIVERSITY	46
KATJA HJELM, KUNSKAPSGYMNASIET MALMÖ, MALMÖ	46
KRISTINA NYSTRÖM, SJÖSTADSSKOLAN, STOCKHOLM	46
CHARLOTTA WILSON, SJÖSTADSSKOLAN, STOCKHOLM	46
FOSTERING COMMUNICATION AND ENGAGEMENT IN PRIMARY SCHOOL THROUGH INTERACTIVE PICTUREBOOK READ-ALOUDS.....	47
MARIA NILSSON, STOCKHOLM UNIVERSITY	47
PROMPT DEPENDENCY AND THE EFFECT OF EXTRAMURAL ENGLISH ENGAGEMENT ON LEARNER WRITING..	49
HENRIK KAATARI, UNIVERSITY OF GÄVLE	49
TAEHYEONG KIM, NORTHERN ARIZONA UNIVERSITY	49
TOVE LARSSON, NORTHERN ARIZONA UNIVERSITY	49
YING WANG, KARLSTAD UNIVERSITY	49
PIA SUNDQVIST, UNIVERSITY OF OSLO.....	49
METHODS FOR DOING DISAGREEMENT: HIGH-SCORING L2 ENGLISH LEARNERS' INTERACTIONAL COMPETENCE IN TWO DIFFERENT EDUCATIONAL CONTEXTS	50
ERICA SANDLUND, KARLSTAD UNIVERSITY	50
PIA SUNDQVIST, UNIVERSITY OF OSLO.....	50
AFFORDANCES OF MATERIAL OBJECTS AND PICTURES IN THE TASK INPUT FOR PRACTISING INTERACTIONAL COMPETENCE IN THE EFL CLASSROOM.....	52
AMANDA HOSKINS, LINKÖPING UNIVERSITY	52
 <u>ROUNDTABLE DISCUSSION: DEATH AND REBIRTH IN LITERARY STUDIES.....</u>	 <u>53</u>

<u>PANEL DISCUSSION: ROMANTIC FUTURES</u>	54
IMPERFECTION: CONCEPTUAL ROOTS OF ROMANTICISM AND DR. JOHNSON’S DICTIONARY	54
CARL-LUDWIG CONNING, STOCKHOLM UNIVERSITY	54
<u>ROUNDTABLE DISCUSSION: THE FUTURE OF DOCTORAL EDUCATION: FUTURE-PROOFING DOCTORAL STUDENTS IN THE ACADEMIC JOB MARKET</u>	55
<u>DOCTORAL STUDENT SYMPOSIUM</u>	56
GROUP 1.....	56
GROUP 2.....	60

Plenary lectures

“Books galore!” Balancing Academic Reading with Linguistic Demands in Swedish Higher Education

Hans Malmström, Chalmers University of Technology

Reports abound of Swedish students struggling with academic reading. Results from the Swedish Scholastic Aptitude Test have indicated a decline in Swedish reading comprehension among 18- to 20-year-olds, while their English reading comprehension appears to be improving (Löwenadler, J. (2023). Trends in Swedish and English reading comprehension ability among Swedish adolescents: A study of SweSAT data 2012–2018. *Scandinavian Journal of Educational Research*, 67(4), 591-606). Despite this, many undergraduate students in Sweden express concerns about their ability to manage academic reading, whether in Swedish or English, highlighting difficulties with comprehension and keeping up with the reading. Against this background of reported reading challenges, this talk will shine a light on assigned reading in Swedish higher education, highlighting (i) the amount of reading students’ are expected to do, (ii) the text types they are exposed to, (iii) the languages in which they are expected to read, as well as (iv) students’ views on assigned reading. Assigned academic reading is not a trivial parameter in higher education teaching and learning – it correlates strongly with students’ grades and their developing critical thinking. The studies presented are based on two primary sources of data; first, a survey with a representative sample of 1,000 students eliciting their views on academic reading; and second, a sample of reading lists collected from \approx 2,500 undergraduate courses representing all major disciplines from across Swedish higher education institutions. The work is guided by the overarching objective of understanding the academic reading demands, in English, Swedish and other languages, placed on university students in Swedish higher education. The findings from this research (still under analysis) will contribute to improved understanding concerning the conditions for learning through academic reading in HE, starting a research informed dialogue on how to better support students in navigating their academic reading requirements.

Coscribbling and Corresponding: Keats's Letters, Shakespeare's Poems, and the Future of Literary Criticism

Andrew Bennett, University of Bristol

In order to address the 'crisis' that John Guillory, Jonathan Kramnick and others have identified as confronting literary studies at the present time, I will propose that reading the personal correspondence of the English Romantic poet John Keats can help us to navigate a possible future for literary criticism. The act of reading a private or familial letter as a literary work brings to the fore fundamental questions concerning critical interpretation, evaluation, and understanding, and I therefore want to suggest that such an endeavour can be deployed in a consideration of the nature and purpose of literary study as such.

Since Keats's letters are famous in part for their acts of critical and imaginative response, especially to William Shakespeare, we might ask whether moments from the letters can themselves be seen as exemplary of the practice of literary criticism, and of what it might become. In a letter of February 1818 to his friend and fellow-poet John Hamilton Reynolds, Keats signed himself off as 'Y^r sincere friend and Coscribbler John Keats': building on the informal or contingent literary responses that we encounter in Keats's letters, I will suggest that one way to configure criticism, and to think about its future as a discourse and discipline, is to reconfigure it as a form of correspondence or 'co-scribbling'.

English language and linguistics at university level in Scandinavia: what and why?

Hilde Hasselgård, University of Oslo

Research and teaching within English language and linguistics in Scandinavia are facing a number of challenges. Some of these are familiar, for example defining what characterizes *English* linguistics as distinct from general linguistics, and whether our location in Scandinavia makes a difference for what we focus on in our teaching and research. More recent challenges, especially for teaching, include the increasingly globalized community and changes in student groups, who are massively exposed to English, linguistically and culturally diverse, and live their lives online. My own perspective is that of an applied corpus linguist focusing on contrastive analysis and learner corpus research. I will give some examples of how this perspective can be useful in both research and teaching. I will end by discussing some of the challenges outlined above as well as opportunities for English linguists in Scandinavia today and possibly in the future.

General sessions

1. Swedish compound nouns and English noun sequences:

a corpus-based study

Magnus Levin, Linnaeus University

Jenny Ström Herold, Linnaeus University

Vasiliki Simaki, Lund University

In Ström Herold & Levin (forthcoming), we investigated English noun sequences, i.e. juxtaposed nouns (*world war*; *health care reform initiative*), with their German and Swedish translation correspondences, the results indicating that around 70% are compound nouns (*Weltkrieg/världskrig*), irrespective of language and translation direction. This indicates a strong cross-linguistic similarity between noun sequences and compounds. However, it is not clear to what extent these findings are replicated when we instead use Swedish compound nouns as the starting point. This study aims to explore: (i) the proportion of Swedish compound nouns in relation to their English correspondences (noun sequences or compounds), (ii) the distributions of other types of correspondences such as postmodifying prepositional phrases and premodifying adjectives, and (iii) what these results tell us about language-specific preferences and translation effects.

In this study, an extended version of the Linnaeus University English-German-Swedish corpus (LEGS) non-fiction corpus is used (Ström Herold & Levin 2019; forthcoming). LEGS consists of, e.g., popular science, biographies and self-help books amounting to approximately half a million words of each source language translated into the other two languages.

We will be considering the following variables: compound noun length (two-part, three-part etc.), common vs. proper nouns as first elements (e.g., *law degree/juristexamen* vs. *Yale degree/Yaleexamen*) and the semantic relations that hold between the parts of the nouns (cf. Teleman et al. 1999: II: 44–45 for Swedish, and Biber et al. (2021 [1999]: 582) for English). As for the first variable, a corpus study by Carlsson (2004: 75), contrasting Swedish and German newspaper language, showed that two-part compounds constitute more than 90% of her material.

Our preliminary findings suggest that Swedish compounds are rendered as English noun sequences (*familjemedlemmar* > *family members*) or solid compounds (*grundvatten* > *groundwater*) in proportions similar to those of the previous study. As for ‘non-compound’ correspondences, English appears to use more premodifying adjectives as correspondences to Swedish compounds (*flingsalt* > *flaked salt*) than in our previous study, but some postmodifying prepositional phrases also occur (*prostitutionsmotstånd* > *opposition to prostitution*). Swedish compound nouns seem to be shorter than English noun sequences and less frequently contain proper nouns as first elements, as compared to findings in Ström Herold & Levin (2019; forthcoming).

Our study will deepen the state of knowledge regarding the similarities and differences between Swedish and English noun phrase structures. It will also try to disentangle the effects of source-language norms or restrictions and translation-induced changes.

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2. Introducing the Chinese Learner English Corpus

Ying Wang, Karlstad University

Henrik Kaatari, University of Gävle

Tove Larsson, Northern Arizona University

In this paper, we introduce the Chinese Learner English Corpus (CLEC). CLEC is a recently compiled learner corpus containing argumentative texts written by Chinese junior and senior high school students. It has been designed to be fully comparable to the Swedish Learner English Corpus (SLEC; Kaatari et al., 2024). This means that all the texts in the two corpora are written on the same prompt. Like SLEC, CLEC provides rich metadata on the students' background, making it possible to empirically study relations between the linguistic properties of student texts and various extralinguistic and learner variables. Most notably, it includes detailed information about the students' extramural English (EE; Sundqvist, 2009) activities (i.e., English-language activities that students engage in outside of the classroom), including time per week spent on (i) reading in English, (ii) watching TV shows or movies in English, (iii) conversing in English, (iv) using social media with English content, and (v) communicating in English while gaming. Such learner corpora are much needed to develop our knowledge of the relationship between EE engagement and L2 writing, an under-explored area (see, e.g., Kaatari et al., 2023). The first version of CLEC includes 828 texts with a total of 170,079 words. In the paper, we will describe the compilation process and give a detailed presentation of the data and metadata included. We will also present two case studies (a keyword analysis and an

n-gram analysis) to demonstrate how CLEC and SLEC can be used for contrastive analysis of Chinese and Swedish learner English, and to gain a deeper understanding of the impact of EE engagement on L2 writing by taking into account the role of different cultural and educational contexts.

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3. Implementing a student-generated academic corpus in a technical English course: opportunities, challenges, and future use in Swedish higher education

Duygu Sert, Mälardalen University

The use of corpora in English language classrooms has been linked to positive learning outcomes (e.g. Yilmaz, 2017; Chen & Flowerdew, 2018; Lin, 2021) as evidenced by research in the field of data driven learning (DDL, Johns, 1991). Although DDL studies have mostly used ready-made corpora like the British National Corpus or the Corpus of Contemporary Academic English, only few studies have promoted learner generated corpora (see Charles, 2015 for personal corpora). This is an important research gap, given that learner generated materials promote learner autonomy (Choi & Nunan 2022) and are regarded positively by the students (e.g. Bakla, 2018). Based on this background and based on the need to use authentic, learner-relevant materials in technical English courses, I designed a technical English course which encourages students to compile a corpus of academic texts relevant to their studies. 18 undergraduate and master's students studying in a variety of engineering programs were first instructed on the use of a corpus linguistic software (Anthony, 2022). The student-generated technical English corpus (300.000 words), then, has been implemented to conduct a number of tasks and activities in the classroom, including “the use of visual items”, “writing clear instructions”, and “technical vocabulary in context”. In order to understand students' perspectives on the use of student-generated corpus, their reflection texts have been analysed using thematic analysis (Braun & Clarke, 2006). In this presentation, I will first describe the distinctive characteristics of this learner generated corpus, and will then, based on the students' reflections, illustrate the affordances and challenges of using such corpus. Although most of the learners found this approach useful for understanding technical vocabulary in context, few students reported limitations regarding the use of the software. Implications for the development of corpus literacy in higher education and implementation of learner-generated corpora will be given.

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4. All are equal, but some are more equal than others.

Critical analysis of English textbooks used in Poland and Sweden in the context of inclusivity and diversity

Marzanna Pogorzelska, University of Opole

Although teaching the English language is important from an intercultural perspective, enabling communication across diverse groups, it is equally crucial to critically examine educational materials—particularly textbooks—for their hidden curricula, which often convey underlying social norms and values. This research investigates the hidden curriculum in English language textbooks used in Poland and Sweden, with a specific focus on content related to socio-cultural diversity. The selection of textbooks from these two countries is intentional: those used in Poland are predominantly published by British publishers, whereas domestic publishers continue to play a significant role in Sweden. By analyzing a representative sample, the study examines issues related to social diversity, including how various social groups and phenomena—such as classism, poverty, disability, racism, and non-heteronormativity—are represented in textbook content.

The analysis is grounded in critical linguistics (Pennycook, 2001), with Critical Discourse Analysis (CDA) serving as the central methodological framework, aiming to uncover the role of language in constructing hegemonic attitudes (Fairclough, 2001; Machin & Mayr, 2012). The study combines content analysis, employing coding to interpret textual material (Krippendorff, 2019; Saldaña, 2013), with CDA methodology, focusing on textual absences and presences through the concepts of *masks*, *traces*, and *voids* (Stibbe, 2014). Within these broader codes, detailed subcodes are applied to analyze the grammatical and lexical content of the texts.

The findings reveal significant differences in how social diversity is presented in the analyzed textbooks. Notably, Swedish textbooks are shown to better promote inclusivity and equality compared to their Polish counterparts.

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5. Supporting equitable education for students of diverse abilities in English – opportunities for differentiation

Caroline Sims, University of Gavle

Fredrik Svensson, University of Gavle

Olga Jarl, University of Gavle

In educational policy, all students' right to flourish is founded in the Education Act (SFS 2010:800). During the 30 years since the Salamanca Declaration, many efforts have been made to make education and schools more inclusive for learners of diverse abilities. Nevertheless, both in previous research and in documents produced by official policy agents, a recurring claim is that not enough support is given to the development of students who are ahead in their

learning. For example, the School Inspectorate (2010, 2016, 2018) points to a need to support to such students as a matter of equity.

Applied to the teaching of English, this problem relates, for example, to students who are native speakers, students who are highly able in what has been described as extra-mural English activities (Sundquist 2009), and students who are defined as linguistically able or even gifted in the area of language (Sims 2021). Frequently identified consequences for these students are that they have to wait for their peers, that they are given ad hoc activities below their level of ability, and that they have to rehearse already attained skills (Sims 2023).

Drawing on Tomlinson's (1996) theory of differentiated teaching, this project explores the extent to which exercises and texts in English textbooks in Middle school education may potentially stimulate students of diverse abilities; in short, the project aims to assess the books' level of adaptivity (Bardy et al. 2021). The sample consists of the four series of the most sold textbooks on the Swedish market according to Läromedia.

Tentative conclusions include the notion that few opportunities for differentiation are available within the books. While some differentiation appears possible, the books are not sufficiently sensitive to the diverse needs of students of mixed-ability classrooms. Therefore, it could be concluded that the current approach is insufficient in facilitating successful language acquisition for all students.

As a way forward, we suggest the possibility of replacing textbooks with the more dynamic and authentic tool found in fiction as the centre of teaching.

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6. How to systematise multilingual teaching practices in English language classrooms

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A holistic view on language development builds on the assumption that the learning of a language is intricately linked to the learning of prior languages. As such, it is imperative not to look at English language education in isolation but in conjunction with other languages that students are learning at school and that students may bring from home. The phenomenon of “multilingualism with English” (Jenkins, 2017; Jessner, 2006) echoes the importance of a holistic and additive view on language learning as the learning of English in contemporary Europe arguably takes place in a multilingual context. In this research project, I conducted ethnographic observations of English as well as German, French and Spanish language classrooms in Berlin, Germany, and investigated if and how multilingual teaching practices emerge in those language classrooms. In the presentation, I propose to showcase examples of multilingual teaching practices during English classes. For instance, Wendy, a German (language of schooling) and English (foreign language) teacher, who taught the same student group in both subjects at the time of my observations, coordinated the order in which she taught about film scene analysis: she first taught how to write this text type in German class and addressed the topic later in time in English class so that students can transfer disciplinary knowledge from German, their stronger language, into English. Moreover, I will discuss the conditions that allowed for those practices to emerge in light of nexus analysis, an ethnographic discourse analysis (Scollon & Scollon, 2004): I will examine how relevant discourses in place, the teachers’ language learning and teaching experiences and beliefs as well as their interaction order with their students and other teachers encourage or constrain multilingual practices. I will conclude by proposing ways in which such practices can be made more systematic.

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7. Oral interaction in L2 English LoL play: A case study of Curt and Sven

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Liss Kerstin Sylvén, University of Gothenburg

While studies on learning from playing commercial-off-the-shelf (COTS) games have started to appear in second and foreign language (L2) teaching and learning research (e.g., Hitosugi, Schmidt, & Kentaro, 2014; Peterson, 2016), to date, few studies have focused on possible informal learning from such gameplay (e.g., Hannibal Jensen, 2017; Hannibal Jensen, 2019; Sundqvist, 2019; Sylvén & Sundqvist, 2012), and even fewer on conducting linguistic analyses of what happens in oral game interaction (but see Piirainen-Marsh, 2011, on the co-production of interactional competence during extramural gameplay). Sykes (2019) provides a useful theoretical framework for analysing digital game interaction, listing four categories: interaction *with*, *through*, *around*, and *about* games.

Using Sykes' framework, this study focuses on the oral interaction between Swedish males Curt and Sven (both aged 18; L1 Swedish, L2 English), who are friends and frequently play *League of Legends (LoL)* together. *LoL* is a multiplayer COTS-game where players team up with known friends and/or strangers in two teams of five for matches. Grounded in linguistic theory about and previous work on the role of language play (Philp, Oliver, & Mackey, 2008; Victoria, 2019), code-switching in L2 learning (e.g., Auer, 1998; Bhatia & Ritchie, 2016; Curcó, 2005; Wei, 2005), and game interaction (e.g., Reinhardt, 2019; Sykes, 2019), this case study aims to describe how and when the participants use their L1 and L2 while engaged in oral interaction in a multiplayer videogame. Data consist of screen- and audio recordings (in total: 188 minutes) from five *LoL*-matches. An inductive qualitative approach (Corbin & Strauss, 2008) was employed to analyze data focusing on (i) code-switched vocabulary (CSV), (ii) frequency and (iii) pronunciation of CSV, and (iv) social interaction.

Results revealed extensive use of CSV, numerous sequences of language play (e.g., creating new Swedish-English compounds and adopting innovative pronunciation). The analysis of the interaction between Curt and Sven generated examples of three of Sykes' (2019) categories of game interaction: *with*, *through*, and *around*. In addition, the analysis revealed that "social interaction" was very prominent and, therefore, merits to be viewed as a category of its own, rather than as a subcategory of *through* interaction, as presently in Sykes' framework.

In our presentation, we will present the results and also discuss implications for L2 English teaching and learning.

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8. Disagreement and L2 interactional competence: EFL learners' practices for displaying and managing disagreement in a collaborative imagining task

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Disagreeing actions are central to interactional encounters involving problem-solving or negotiation (Hüttner, 2014) and are a crucial component of interactional competence (IC; see Pekarek Doehler, 2018) both in the first and the second language (L2). While previous research on L2 disagreements has adopted a longitudinal perspective investigating how the ability to

accomplish disagreement appropriately and competently changes over time (e.g., Bardovi-Harlig & Salisbury, 2004; Pekarek Doehler & Pochon-Berger, 2011), in this paper we develop a synchronic account of disagreement practices in task-based interactions in the English as a Foreign language (EFL) classroom in Sweden. Specifically, we rely on the theoretical and methodological affordances of conversation analysis (Sidnell & Stivers, 2013) to investigate how 9th grade students display and manage disagreement as they engage in an open-ended problem-based task (Berggren et al., 2022). The task centers around River, a fictitious teenage character who reportedly disappeared and was later found with no recollection of the day's events. As part of the task input (Ellis, 2003), the students received 8 cut-out pictures representing items in a paper bag found next to River. In their video-recorded interactions, the students engaged in solving the task-problem through collaborative imagining (Murphy, 2004). The study aims to uncover how the students' reasoning observably emerges and is shaped in and through disagreement sequences, which display the students' orientation to finding an accountable solution, as in the simplified transcript below:

- 01 ALMA: so she would take the train to school.
 02 MARIA: I don't think so.
 03 ALMA: why would she be at the train station?
 04 MARIA: but she never arrived to school.
 I don't think she takes the train to school.

Overall, disagreement is observably initiated and achieved through various actions including outright rejections (e.g., *I don't think so*, turn-initial *no*, other-initiated repair), mitigated disagreements (e.g., *yeah but*), account requests (e.g., *why X*), and alternative proposals. This range of actions attests the L2 students' ability to express opinions and argue for a standpoint, which is an important component of L2 IC and a crucial skill that prominently figures in the set of all-round communicative abilities emphasized in the curriculum for English in Swedish compulsory school (Swedish National Agency for Education, 2022).

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9. Bridging the Gap: 'Sometimes You Become Blind to Your Own Writing' – Addressing Grammatical Errors in L2 English Writing Through Targeted Intervention

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Since student teachers in Swedish teacher training programs for the English subject in primary education often struggle to identify grammar errors in their own writing, the current study aims to promote their metalinguistic awareness of these errors. To achieve this, the study uses error analysis to investigate a small corpus of written production tasks in English by Swedish student teachers of L2 English (n=50). Swedish (L1) and English (L2) are typologically close languages. The study seeks to identify which grammatical errors are most frequently made by this group, with a focus on errors caused by L1 transfer.

An intervention was conducted by asking the students to write a didactic task without using any digital tools for assistance. After submitting their work, they received a lecture on explicit grammar teaching, followed by a peer response workshop on that writing task and questionnaires to gauge their understanding after the intervention. Peer response activities were also implemented to investigate whether the lecture, peer workshop, and subsequent corrective feedback helped them identify errors made by their peers, aiding their revision process in their own writing.

The written corpus revealed a significant lack of knowledge regarding subject-verb agreement and the genitive case, which can be traced back to L1 influence, suggesting that these errors may result from transfer within the category of grammatical errors. The results indicate that some error categories pose a persistent challenge for the students in their tasks. Through this intervention, the revised versions showed significant improvement, and feedback from the students' questionnaires indicated positive outcomes regarding the intervention. It helped them recognize common errors and gain explicit knowledge of the rules to apply in their writing more consciously and effectively. Additionally, written corrective feedback helped limit the interference of negative transfer in their written essays. Other findings and pedagogical implications will be discussed further.

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10. Comprehension challenges in an English medium instruction lecture: A report from linguistics

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As English medium instruction (EMI) continues to grow worldwide (e.g., Macaro, 2019), the lecture format has remained a steadfast element of university education (Wang, 2024). Although learning in English as an additional language (LX) poses extra comprehension challenges for students, the nature of these challenges remains largely unexplored. Zooming in on the dynamic nature of listening in real time (Ducker, 2024), this presentation reports on a study that used a novel footpedal device to capture moments of non-comprehension by four students taking part in an EMI lecture at a major Swedish university. Combined with a video recording of the lecture and post-lecture stimulated recall interviews, these footpedal readings were analysed through the lens of complex dynamics systems theory (CDST) (e.g., de Bot et al., 2007) to identify five major categories of challenges (top-down, bottom-up, affective, environmental, and multimodal). Post-lecture quizzes served to triangulate and validate the footpedal readings and qualitative interview data.

The analysis demonstrates how individual student academic background relates to the reported challenges, and how the lecturer's background and views factors into students' reported experiences. Overall, the results show a high number of top-down content-related processing challenges, with LX English proficiency and academic backgrounds as possible influencing factors. Further, the study attempted to uncover the relation between auditory input in EMI and subsequent cognitive processing, comprehension of, and learning from that input. The study demonstrates the complexity of lecture listening and highlights the roles of both content and language in the process, considering the need for a balance of intake, learning, and cognitive challenge to build on previous knowledge and integrate new information and perspectives.

The presentation begins by highlighting the complexity of lecture listening, before describing the innovative research methods that allowed for students' cognitive processing to be accessed during the target lecture *in situ*. Findings from the post-lecture stimulated recall interviews, which were systematically analyzed through a coding scheme informed by LX listening

research (e.g., Cutler, 2012; Rost, 2024), will be reported, followed by data-based pedagogic recommendations for university lecturers.

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11. Academic reading in crisis? Looking past the blame game in Swedish higher education

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The use of English in Swedish higher education has increased significantly in recent years (Malmström & Pecorari, 2022). This shift is particularly evident in the domain of assigned academic reading. In many disciplines, English texts are now as common as, or even more common than, Swedish texts, even in courses where Swedish is the official language of instruction (Malmström & Pecorari, submitted). This widespread reliance on English should be considered in light of reports indicating that many university students in Sweden, especially at undergraduate level, struggle to read and comprehend their assigned reading in English (see, e.g., Eriksson, 2023). In this paper, we introduce new research evidence offering further insights into students' academic reading. We present the results of a national survey with students conducted in January 2025 in collaboration with Språkrådet. The survey, which was based on a representative sample of 1,000 students, explored students' general views on and engagement with academic reading in English and Swedish. Additionally, respondents were asked about how well their previous education had prepared them to read academic texts in these two main

languages. Descriptive and inferential statistics are used to analyze and present the quantitative data, which include the variables age, gender, academic discipline, and level of study. Additionally, interview data collected from twelve first-year university students complement the survey findings and help to contextualize and explain the survey data. The interviews, analyzed using qualitative content analysis, explored students' expectations about required reading at university, focusing on their reading experiences and perceptions of who is responsible for preparing them for academic reading. In our discussion, we situate the findings (currently still under analysis) within the ongoing debate about a "reading crisis" in Swedish higher education and highlight how research of this nature can add important nuance to the debate and provide an important foundation for continued research. The discussion also emphasizes the importance of shared responsibility(ies) among educators, policymakers, and institutions at all levels of education in ensuring equal opportunities for all students to be adequately prepared for academic reading in higher education.

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12. The Future of English Historical Linguistics in Sweden

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As a research topic, English historical linguistics is currently a thriving subdiscipline in European academia. Several dedicated conference series offer scholars opportunities to present and discuss their research, and the availability of large amounts of digitized primary material and of computer-assisted techniques for accessing and analysing data has revolutionized many aspects of the field. Sweden has also long had a strong international position in this discipline.

However, the continued well-being of a field of scholarship is dependent on the amount of attention it receives in undergraduate and graduate curricula and syllabuses. Considering the harsh reality of teaching in the humanities at Swedish universities, with severe constraints on classroom time, there is a risk that students' exposure to previous stages of the English language may be limited, as it takes time to familiarize oneself with the language of past centuries. The aim of this paper is to take preliminary stock of the status of teaching the history of English in Swedish academia and suggest some ways forward.

In the paper, data such as online syllabuses from several seats of learning in Sweden will be considered. I will also suggest some ways in which the history of English can be incorporated into course content. This discussion will draw on recent work on teaching the history of English (e.g. Moore and Palmer 2019), the availability of online resources for

teachers and students, and an approach to the subject that historicizes some elements of English Studies that are often treated within the framework of non-historical courses (see, for instance, Chapman 2024; Smitterberg 2024).

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13. The relation between accuracy and grading in assessment of Swedish EFL students’ writing during the national tests of English in upper secondary school

Christian Holmberg Sjöling, Luleå University of Technology

The process of teaching students to express themselves accurately in writing is a recurring phenomenon in the Swedish EFL classroom and accuracy is a frequent component in both summative and formative assessment practices (Pallotti, 2010). This paper examines the effect of accuracy (e.g., form, grammatical, and lexical errors) on grading during the high-stakes national tests of English in Swedish upper secondary school by analysing a corpus consisting of 72 graded example texts (26,999 words) and 93 teacher graded texts (37,879 words) written and assessed between 2012 and 2022. The graded example texts are graded by expert raters and are a part of the assessment instructions that should guide teachers in the assessment of their own students’ texts. Teachers should also take course specific grading criteria into consideration when carrying out the assessment. These criteria are not explicit about how accuracy should influence grade compared to, for example, other constructs (e.g., lexical and/or grammatical complexity).

The answers to the following two research questions are sought: To what extent does accuracy predict grade? Do the texts assessed by teachers reflect the graded example texts in terms of how accuracy predicts grade? The material was manually annotated for errors with the *Université Catholique de Louvain Error Editor* (Granger et al., 2023) and its default tagset the *Louvain Error Tagging Manual, version 2* (Granger et al., 2022). The annotation process led to the identification of 3,037 errors in the graded example texts and 3,607 errors in the teacher graded texts. Then, the error-annotated data was quantified using potential occasion analysis (Thewissen, 2021) before statistical analysis using ordinal regression was carried out in *R* (R Development Core Team, 2023). The results revealed, amongst other things, that overall frequency of errors in texts *significantly* predicted grade as the model explained approximately 58% of the variance in the outcome variable according to Nagelkerke’s pseudo R^2 . Spelling errors (e.g., **english*, **bodys*) were the most frequent type of error followed by missing punctuation markers (e.g., lack of commas before conjunctions in compound sentences or after

introductory elements), errors of agreement between a subject and its verb (e.g., **These children often believes that their future [...]*), article errors (e.g., **The life is an event or [...]*), and inclusion of redundant words (e.g., **Am I am going to cook or [...]*). Accuracy also had a similar effect on grade in texts graded by teachers as in those graded by expert raters. The results are discussed within the context of writing assessment, explicit instruction, and teacher education.

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14. Language Assessment - Data Gathering Designs

Tommy Jansson, Karlstad University

In relation the Swedish Research Council sponsored project (2023-01312_VR) we will investigate and compare the use of English between upper-secondary school students with and without autism spectrum conditions (ASC). The study focuses on high-functioning students with ASC and their use of English and Swedish using four different streams of data collection: i) Narratives, ii) Live Action Role Play (LARP), iii) Questionnaires, and iv) Interviews. The two aforementioned designs would be the ones addressed in any special session presentation.

Collecting the narratives is a one on one process, where participants are presented with images from the comic *Calvin & Hobbes* (Waterson, 1997; 2001) and asked to arrange the pictures in order and then narrate a story based on the pictures. This task is carried out in both languages in groups of 20, with the target number of participants being 80 participants without ASC and 80 participants with ASC. There are two sets of pictures which will be varied between groups to generate all conceivable orders of the target languages and picture sets. Narratives will be audio recorded, transcribed and annotated.

Data gathered from the LARPs will consist of time synchronized audio and video, which will be transcribed and annotated as well. As described by Montola & Stenros (2004) The LARP is a theatrical story that participants play their way through in character. The story is set in earlier times, where each participant will choose a pre-created character (e.g. the rogue) in advance of the LARP. In teams of four, participants will gradually progress through the story

by solving the various problems they are presented with. These problems are tailored to research needs creating, for instance, situations to assess code switching, affective stance, and other linguistic behaviour of interest to the overall research project. The target number of LARP participants is 32, and will be upper-secondary school students with and without ASC. The two groups of participants will be mixed and matched across teams, comprising teams of players both with ASC, without ASC, as well as mixed teams. It is worth noting that the overall LARP design is very much under construction, and by the time of the conference, the design is very likely to be completed or very close to completion.

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15. Understanding Student Engagement with ChatGPT: Perspectives from Language Teachers

Miloš Tasić, University of Niš, Serbia

Dušan Stamenković, Södertörns högskola

Generative artificial intelligence software, particularly ChatGPT, has rapidly become an integral tool for university students worldwide. While the reasons and benefits of its usage are varied (see, for example, Abbas et al. 2024; Baek et al. 2024; Chowdhury Niloy et al. 2024), its unregulated and potentially unethical applications can lead to significant repercussions. This paper attempts to pinpoint the most common reasons behind the use of ChatGPT and explore the attitudes towards its positive and negative aspects. To pursue these research aims, a series of semi-structured interviews was conducted with language teachers, mostly teachers of English. The participants shared their perspectives on students' general opinions about ChatGPT, provided insights into the reasons students choose to employ it in their studies, and reflected on its impact on academic practices. In addition, their observations were compared with OpenAI's own guidelines (OpenAI 2024) to determine whether the actual uses they identified align with the intended ones. Preliminary results show that students most often use ChatGPT to summarize their study materials, prepare mock exams, and improve their writing skills, as reported by their teachers. Teachers also noted that students often rely on ChatGPT to generate initial ideas for essays and brainstorm content for presentations. Additionally, some teachers highlighted that while ChatGPT helps students save time and reduce stress, it might unconsciously hinder the development of critical thinking and problem-solving skills if overused or relied upon without proper oversight.

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16. Audience awareness in PhD writing: A key to sustainable scholarly communication

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Drop-out rates of PhD students in Europe, Australia, and North America average 60% (Kis et al., 2022), which translates into high personal and institutional costs (Gardner, 2009). While such drop-out could be alleviated by writing support, supervisors are rarely trained to provide it (Lokhtina et al., 2022; Guerin et al., 2017).

We present a qualitative analysis of 72 PhD students’ written reflections from four iterations of a PhD course on academic writing and publishing. The students come from different disciplines, have studied for various lengths of time before the course, and many have already published articles in English. We analyzed 1) how they value the selection of writing tools in the course, 2) what discoveries they make about their disciplinary writing, and 3) what they report on having missed in their previous writing practices.

We found that most students did not see themselves as writing scholars; many reported writing to be agonizing. In addition, most students were previously unaware of peer review, research narrative, and topic sentence. These findings were consistent regardless of discipline affiliation, length of study, and prior publishing experience. Moreover, what PhD students report as particularly challenging can be attributed to their lack of audience awareness, which is one of the thresholds in scholarly communication (Adler-Kassner & Wardle, 2016, 2020). These findings have implications not only for developing targeted writing interventions for PhD students, but also illuminate the need to support PhD supervisors in addressing their students’ writing development continuously and regularly.

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17. Communicative strategies in undergraduate thesis supervision: A case study to discuss pedagogical implications for inquiry-based learning

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An inquiry-based learning covers the inseparable units of research and learning to help students develop problem-solving skills by emphasising the integration of communicating research processes and results into the discipline. As an application of inquiry-based learning, undergraduate thesis supervision serves as an academic socialization that balances gatekeeping (e.g. ensuring the quality and structure of a thesis meets academic standards and research ethics) with teaching how to achieve the goals. Previous research on undergraduate thesis supervision often isolates the perspectives of students or supervisors. This study investigates the communicative strategies used by supervisors and students in undergraduate thesis supervision, particularly how they use and react to feedback to effectively develop students' theses. This case study aims to explore how such strategies influence thesis development and academic socialization to discuss pedagogical implications for inquiry-based learning. The research focuses on interactions between three supervisors and seven students in an English-medium program at a Swedish university. Data, comprising 15 hours and 57 minutes of video-recorded supervision sessions and 18 thesis drafts, are being thematically analyzed. Although the study is ongoing, it is anticipated to offer insights into effective supervision practices and their role in fostering inquiry-based learning to address the future of English education.

Keywords: communicative strategies, feedback provision, inquiry-based learning

18. Writing Anxiety in an Academic Context: A Study on International Postgraduate Students in the UK

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Writing is not only in itself an important skill to develop in L2 learning but also essential to academic success in the process of earning a postgraduate degree in an English-speaking society (Paltridge et al, 2007; Cotterall, 2011). Faced with linguistic, social, and psychological challenges, postgraduate international students show tendency to experience writing anxiety which has impact on aspects of learning trajectories and affect writing progress in terms of performance and quality. Emerged as writing apprehension in literature (Daly and Miller, 1975), writing anxiety refers to ‘the dysfunctional anxiety’ where learners struggle with advancing and reflecting their own ideas within the discourse of specific discipline in academic context (Kormos, 2012; Hirvela et al., 2016; Huerta et. al, 2017). This paper argues how writing anxiety is associated with writing process based on participants’ self-report including the complex involvement of various interrelated individual and contextual factors and evolve over time.

Considering multifaceted and dynamic nature of writing process, this longitudinal, multiple-case study adopts a Complex Dynamic Systems Theory framework which is essentially a theory of change concerned with explaining non-linear social systems (Hollenstein, 2007; de Bot, 2008) to investigate writing anxiety from a micro-level perspective through semi-structured interviewing and the collection of feedbacks and writing artefacts, digital memos across a period of 8 months with an interval of two months with a small sample size of international postgraduate students in a UK university from a range of disciplines and backgrounds.

Highlighting the bidirectional association between L2 writing and writing anxiety, the findings point out shifts in perceptions and attitudes toward writing process in which academic writing anxiety is fluctuating depending on the task, time and situation. The findings revealed that cognitive factors encompass learners’ educational background knowledge and serve a prominent role in the development of self-confidence and writing skills as well as manipulate their writing anxiety level. Directly related to the affective domain and having impact upon graduate students’ writing quality and performance writing anxiety is revealed to emerge from self-originating factors such as self-efficacy beliefs and self-perceived lack of writing proficiency; interpersonal factors like feedback and supervision as well as contextual factors like unfamiliarity of the discourse of their discipline and demands of the programme.

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19. Using Children's Literature in Communicative Language Teaching in the Primary English Classroom

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Sirkka Iivakko, Malmö University

The ability to recognise cultural references and use communicative language strategies are important in a growing international and multicultural society, which is supported by the Swedish Curriculum [LGR22] (Skolverket, 2024). Furthermore, using authentic material as a foundation furthers joy, motivation (Nordström, Kumpulainen and Rajala, 2024) and language development (Bromley, 2019). For several years, we have instructed the “how and why” of Communicative Language Teaching (CLT) within the subject of English as a Foreign Language (EFL) in teacher training for the early years.

In this presentation, we focus on using Children's Literature in English in the classroom to stimulate and motivate language development, recognition of cultural references and

communicative strategies. We share examples of how children's literature in English can be used in the communicative English language classroom for early years, and present and model a variety of tasks and scaffolding strategies. Additionally, we present examples of best practice and discuss some of the benefits and challenges this way of teaching entails.

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20. Literary Texts in EFL Today: Educational Challenges, Motivational Factors, Creative Learning, Intercultural Learning, Literary Learning and Linguistic Learning (WIP)

Catharina Wolcott, University of Skövde

In the age of AI, some teachers are concerned about the future of teaching literary texts in the EFL classroom. "We have stopped asking students to write a literary analysis since they can find a linguistically perfect literary analysis online. How should we approach literary texts in a digital age?" This is a question I recently received from a head teacher in English at an upper secondary school in Sweden. This paper presentation focuses on this dilemma and how teaching methods in this regard might be adapted to meet the challenges of this new age. In a study by Witte et al (2016), upper secondary EFL students in the Netherlands reported that it was of great value to them to have teachers who convinced them of the importance of literature and who created a stimulating learning climate with varied methods, including creative assignments and multiple approaches to literature. Do Swedish EFL students have a similar view? In a pre-study (February, 2025), students in English 6 at the school referred to above will be asked to respond to a questionnaire in order to determine how they view the current situation, primarily as concerns content, methods, approaches, and motivational factors. Based on the results of the pre-study and in collaboration with the teachers who have agreed to participate in the study, design-based research (DBR) will be conducted with an aim to change educational practice (Campanella & Penuel, 2021) as regards approaches and methods for literary texts in a number of EFL classrooms. A post-study will also be carried out to evaluate whether motivation has increased and whether the new methods have contributed to intercultural, literary and linguistic learning.

The presentation will highlight the preliminary results of the pre-study while also connecting to a previous study on the Swedish EFL teacher perspective on literary texts (Wolcott, 2023), research on creative and performative methods that may contribute to intercultural competence, literary competence and linguistic competence (Ahlquist, 2023; Bland, 2018; Grimm & Hammer, 2015; Volkmann, 2015), motivational factors (Dörnyei & Ushioda, 2011; Svensson, 2021; Thyberg, 2022) and sociocultural learning theory (Vygotsky, 1978) with links to the output hypothesis in language teaching (Swain, 2000).

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21. Translating Taboo in English Literature: Distrusting the Swedish Reader's Moral Values in Harper Lee's *To Kill a Mockingbird*

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Despite recent critiques (e.g. Ako-Ajei 2017; Sargent 2018; Stow 2021), Harper Lee's novel *To Kill a Mockingbird* (1960) has been on the reading lists of many American high schools ever since its publication, hailed for its anti-racist theme. Told through the eyes of Scout Finch, a white girl from Alabama in the 1930s, the story revolves around her father, the lawyer Atticus Finch, and the black man he defends, Tom Robinson, who is accused of raping a white woman.

As the plot is set in the 1930s, the racist language used in Alabama at that time is reflected in the novel. White racists call black people "niggers", while Atticus and his children opt for the word "negroes", the neutral alternative to the racist slur at the time. There are two Swedish translations, Jadwiga P. Westrup's from 1963 and Eva Johansson's from 2020. Evidently, the use of "nigger" would have been problematic to translate for Westrup in 1963, and both "nigger" and "negro" would be challenging for Johansson in 2020. Consequently, whereas the first translation sometimes changes "niggers" into "neger" (negroes) and sometimes retains the pejorative word while always retaining "negroes", the second translation retains "nigger" whenever racists speak, but replaces "negroes" with "svarta" (blacks) when Scout or Atticus speak.

At a first glance, Johansson's translational choices make sense, given how the once-neutral "neger" has taken on negative connotations in the last few decades. However, when the identity of the intended reader is considered, the situation becomes problematic. Whereas American readers have often been young students, in Sweden, anyone interested in Lee's novel in the 2020s (or later) is most likely an adult reader with a literary interest and at least a basic understanding of the racist theme of the story and the racist slurs used at the time. Thus, the choice to retain "niggers" but replace "negroes" with "svarta" becomes problematic indeed.

This paper argues that the translator, or another agent of translation involved in the process (c.f. Milton & Bandia 2009), has taken on the role of Censor in a situation where one might question whether this is warranted. Thus, this paper attempts to initiate a discussion on whether translators of literature should show distrust in the moral values of their adult readers or show them due respect as educated, critical and mature thinkers.

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22. Realism without Guarantees: Communist Fiction, 'The British Road to Socialism', and Jack Lindsay's *Betrayed Spring* (1953)

Roberto del Valle Alcalá, Södertörn University

Jack Lindsay's 1953 novel *Betrayed Spring* is the first in a nine-novel series critically examining, as its running subtitle indicates, 'the British way' – that is, the contemporary socio-political history of Britain since 1945. After a series of clashes with the leadership of the Communist Party of Great Britain (CPGB), fuelled by accusations of 'deviation' from the party line, Lindsay emerged in the early 1950s as 'a model of the Party writer' and as a British champion of socialist realism understood 'as the expression of unanimity between vanguard party and party intellectual' (Connor 350). In doctrinal interventions of the period, Lindsay would insist on the impossibility of mastering the socialist realist aesthetic without actively 'helping to change our people politically as well as culturally, seeing no division between politics and culture, and daily embodying in [one's] own experience the experience of the Party' (quoted in Connor 349). Despite the orthodox emphasis of this and other pronouncements, I argue in this paper that Lindsay's *practice* of socialist realism in a novel such as *Betrayed Spring* is far less linear and unproblematic than the Soviet models to which his prescriptive approach to literature in these years seemingly pledged allegiance. Thus, while the classic socialist realist novel is, as Katerina Clark notes, extremely 'formulaic' and 'rhetorical' in its rendition of 'universal history' (28), Lindsay's novel is characterised by a sense of contingency and potentiality in its imaginative assessment of the historical conjuncture. This departure from the purer models of socialist realism can be seen as mirroring Lindsay's productive response to the new strategic orientation of the Party itself, as codified in the new 1951 programme *The British Road to Socialism*, which made the non-revolutionary and 'national' transition to socialism experienced by the 'People's Democracies' of Eastern Europe the new political horizon towards which British Communists now had to strive.

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23. Transmediating Frankenstein - Dave Morris's Frankenstein app

Zita Farkas, Linnaeus University

Since the birth of her infamous monster, Mary Shelley's *Frankenstein* has been adapted, reworked, appropriated, and remixed in numerous ways. Frankenstein's creature is at the centre of this Frankenfiction world explored in depth by Megen de Bruin-Molé. It is important to note that this Frankenfiction world is generated through various platforms and mediums. From rewritings of the story, such as *Poor Things* by Alasdair Gray (and its film adaptation), *Our Hideous Progeny* by C.E. McGill or *Frankenstein in Baghdad* by Ahmed Saadawi, to transmediations including film adaptations, graphic novels, and digital applications, Mary Shelley's classic novel continues to thrive through these transmedia forms. Francesco Saggini and Anna Enrichetta Soccio have aptly titled their collection of essays on the novel's afterlife as *Transmedia Creatures*.

After a short overview of the novel's transmedia afterlife, the presentation will focus on the analysis of one particular digital adaptation: Dave Morris' *Frankenstein* app (2012). This analysis will explore the app's new narrative routes, the reading process and experience, as well as its intermedial elements. By working with the original text, Morris' digital application allows readers to create their own version of Frankenstein by stitching together the textual body of Mary Shelley's novel. The app also incorporates visual material, including reproductions of "painstakingly detailed pictures of dissections and cross-sections of the human body" (Morris n.p.) from anatomical books dating from the sixteenth to the nineteenth centuries, enhancing a sense of macabre beauty. The novel's transmedia afterlife and the closer analysis of one of its 'transmedia creatures' will lead to the discussion of how this dispersion of the literary text on multiple platforms 'gains and maximizes meaning and, especially, fullness' (Saggini 1) and how it has the potential to enrich teaching canonized literature.

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24. Fiction as a Didactic Tool for Student Reflection on Climate Issues

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Although fiction is growing as a didactic tool in environmental education, few studies analyze student discourse and reflections on climate issues in connection with fiction (Lindgren-Leavenworth & Manni, 2020). This study empirically examines how climate awareness and reflection are conceptualized in student fiction discussions within secondary and upper-secondary educational settings in Sweden, Denmark, and The UK, where English is the language of instruction. The theoretical framework addresses the use of fiction as a tool to educate on environmental issues and provoke environmental reflection (Ghosh, 2016; Goodbody & Johns-Putra, 2019; Haraway, 2016; Schneider-Mayerson et al., 2023; Todd, 2023; Trexler, 2015).

The study uses a naturalistic orientation framework, meaning the discussions examined have not been staged by the researcher (Hepburn & Potter, 2004), and through the methodology of discursive psychology I analyze the dynamic way in which psychological issues (such as emotions) are embedded within talk and interaction (Wiggins, 2017, p.29). Further, I explicate the processes through which emotional reflections are organized in a pedagogical setting and the practices used to teach students about climate issues. The project examines how psychological phenomena, such as emotion and reflection, are used to underpin the rationale of using fiction in climate education.

Findings suggest that after reading dystopian literature, students express concern that there is a likelihood that disastrous scenarios could occur in their lifetime, and they express fear of unprecedented events. Although dystopian literature has evoked critical reflection in the students, narratives of hope may be essential to compliment dystopian reading in educational settings (Oziewicz, 2022).

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25. Primary teacher education and English in the wild: Perceptions and possibilities

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Parvin Gheitasi, Dalarna University

In Sweden, English is both a mandatory subject from the primary years and a prevalent language outside the classroom, e.g., in media, advertising, and online gaming (Sundqvist, 2019). This ongoing study focuses on a task in an English course in Swedish primary teacher education, a language walk (Chern & Dooley, 2014), designed to raise awareness of English and other languages pupils may encounter outside of school. In the task, pre-service teachers (PSTs) take photos of text in their environment, exploring linguistic landscapes by focusing on the languages other than the majority language Swedish that are represented. The PSTs then consider where, why, and how the languages in their photos are used. They also reflect on the role of English in Sweden and what this may mean for their own teaching and for pupils' exposure to English outside the classroom. We have analyzed 30 of these tasks from four cohorts of PSTs (with consent), considering the following research questions:

RQ1. How have the PSTs perceived the special role of English in Sweden?

RQ2. How have the PSTs understood the possibilities that English in the wild might offer their future pupils?

Using ATLAS.ti as our tool, we have thematically analysed first, the PSTs' photos together with their arguments for the presence of the languages other than Swedish in the photos, and second, their written reflections on their language walks. Thus, the aim of the present study is two-fold, as RQ1 affords an understanding of the PSTs' awareness of linguistic hierarchies and the status of English and other languages surrounding pupils in Sweden, while RQ2 allows for an assessment of planned practical applications of using extramural English in their future teaching. Preliminary results include that PSTs are surprised to realize how much English they are exposed to daily and that they consider English as an important lingua franca for tourists

and newly arrived Swedes. PSTs also note their consumption of culture in many original languages—not just English. As teacher educators, we see a need to prepare future primary teachers for the increasing prevalence and complexity of multilingualism in society, and for using the possibilities of English in the wild. As such, we encourage a discussion of the possibilities for this kind of task in English language teacher education.

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26. Pre-service English teachers' attitudes towards AI-powered feedback tools in comparison with teacher feedback

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This presentation reports on an ongoing pedagogical project investigating pre-service teachers' attitudes and potential uses of AI-powered feedback tools in comparison with teacher feedback. The participants are students studying to become either 7-9-year teachers or upper secondary school teachers of English.

The rich literature on feedback shows a general agreement that teacher feedback is an important pedagogical tool that holds a key position in the language classroom (Bitchener & Ferris, 2012; Hattie & Timperley, 2007; Hyland & Hyland, 2006, 2019a). It has also been shown that feedback is a complex phenomenon (Carless & Winstone, 2023; Ellis, 2017) and a multitude of factors in the teaching and learning context shape the form feedback takes (Lee, 2008; Ryan et al., 2019). Feedback is today often seen as a dialogic, two-way process, striving to engage learners in the feedback process (Bitchener & Ferris, 2012), and the way feedback is phrased is essential for students to interpret and act on the feedback (Carless & Boud, 2018; Carless & Winstone, 2023; Hyland & Hyland, 2019b).

Recent years' fast development of Generative AI tools is transforming the field of L2 writing. However, while a multitude of automated writing evaluation systems offer both instant and generous feedback to students (e.g., Barrot, 2023; Heift & Hegelheimer, 2017; Loncar et al., 2023) it is far from evident how they can or should be used in the language classroom. For novice and pre-service teachers, who are often cautious in giving corrective feedback (Kartchava, 2021), GAI tools present additional challenges. Based on a questionnaire on students' understanding of feedback strategies and a comparison of their feedback given on an authentic school text and GAI feedback on the same text, I will discuss the students' ideas and reasoning around feedback strategies and the use of GAI tools for teaching essay writing in the English classroom.

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27. Criticality Through Critical (Self-)Reflection in Student Teachers' Placement in English Language Teacher Education

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Evelina Johansson, Lund University

Critical reflection and self-reflection are two interrelated abilities universally perceived as fundamental for teachers' professional practice. In European policy documents, these are also linked to the goal of building and consolidating education for democracy (Lenz et al., 2021, p. 9). Moreover, in the Swedish Higher Education Ordinance, they are mentioned in the second competence-and-skills outcome for the degree of Master of Arts/Science in Secondary/Upper Secondary Education, where they are specifically tied to theory and teaching practice (SFS 1993:100). This makes critical reflection and self-reflection especially relevant for the teaching placement, the part of teacher education (TE) in which practice is trained, and knowledge of the subject and educational theory is applied.

In this paper, we introduce a research project whose primary aim is to investigate the conceptions and practice of critical reflection and self-reflection in the placement of pre-service teachers of English in upper secondary schools in Sweden. Our approach relies on theoretical research on critical thinking (CT) in education, where critical reflection and self-reflection, often considered together, are identified as key aspects of *criticality*, a model of CT that adds ethical, civic, and ontological dimensions to more familiar approaches to critical thinking as cognitive and argumentation skills supported by a set of dispositions (Cananau et al., 2025; Davies, 2015; Dunne, 2015; Johansson, 2023). The educational ideal of this model is not "just" critical thinkers, but critical persons capable of critically engaging with the world and themselves, as well as with knowledge.

Cultivating openness to multiple interpretations, critical reflection over one's own assumptions in the face of such multiplicity, and critical action in the world in the form of responsible citizenship, *criticality* is directly concerned with building a sustainable education for democratic culture. An equally important aim of our project is therefore to promote *critical (self-)reflection (CSR)* as an aspect of criticality. Our concept is derived from the foundational works of the *criticality* movement. For example, Burbules and Berk (1999) consider the ability to reflect on one's own views and assumptions as a type of critical reflection that is enabled through conversations with others (p. 61). In Barnett's (1997) criticality model, CSR is a form of critical being, alongside critical reason and critical action, each of them corresponding to the domain of the self, knowledge, and the world, respectively (p. 7).

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28. Linguistic justice in the classroom: Teaching English in diversity

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How should schoolteachers of English handle linguistic diversity in the language classroom? This paper adopts a linguistic justice approach to address this question, aiming to develop a normative framework for treating linguistic diversity in school classrooms. Linguistic justice, as a theoretical framework, intersects language policy and normative political theory (Ricento et al., 2014). It primarily concerns the rightful management of multiple languages within a national or regional context. The paper narrows this macro-level scope to the micro-level context of the classroom, using standard political theoretical research methodologies of argumentation and counter-argumentation.

Two main concerns are addressed: (1) the incorporation (or not) of students' first languages in the English language classroom, and (2) the incorporation (or not) of different accents and varieties of English. The paper argues for the moral necessity of not just tolerating, but actively incorporating students' first languages to strengthen their linguistic identity (García, 2009). Similarly, it contends that including a wide range of English accents and varieties is essential to demystify and dismantle any perceived hierarchy among them (Lindqvist & Soler, 2024).

Furthermore, the paper suggests that beyond teaching English within a diverse classroom context, there is a need to embrace an ethics of responsibility (Holmes, 2021). This

involves focusing on the listening-subject position (Flores & Rosa, 2015) and understanding how this perspective can lead to prejudiced views of different forms of speech, including varied forms of English. By concentrating on the listening-subject position, teachers can uncover mechanisms to teach not only metalinguistic awareness but also the processes through which prejudiced listening and valorising of voices occur. This approach aims to foster a more inclusive and just linguistic environment in classrooms, where all voices can be heard and valued equally.

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29. Enhancing Teacher Research Literacy: A Pathway to a Sustainable and Equitable Future in Education

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Integrating research literacy into teacher education fosters a sustainable, equitable, and effective education system by enhancing teaching practices, empowering lifelong learning, supporting informed decision-making, promoting inclusiveness, and influencing educational policies. The necessity of such research-grounded education systems is acknowledged by international organizations like the OECD. Mandates from Nordic-Baltic education ministries emphasize the critical need to enhance research literacy and skills in teacher education. This involves encouraging both pre- and in-service teachers to engage in active research, thereby fostering their professional development. Achieving research-based teacher education requires parallel processes and thorough consideration of diverse stakeholder perspectives across various educational sectors to integrate research engagement into teachers' professional identities.

This paper presents the initial findings from the NordPlus project “Teacher Research Literacy: Comparative Trajectories in the Nordic-Baltic Region” (TREL). The project involves collaboration among universities and schools in Norway, Sweden, Finland, Latvia, Estonia, and Lithuania. It aims to strengthen teacher education programs in the Nordic and Baltic regions by sharing experiences from pedagogical activities focused on developing research literacy in pre- and in-service teachers. By documenting best practices and analyzing national needs, policies,

and research literacy training activities at partner institutions, TREL seeks to establish a unified Nordic strategy for teacher research literacy training. Preliminary results, derived from collaborative workshops and classroom observations, will be shared, along with insights from drafting a handbook of good practices for building research literacy within TREL's professional learning network. (233 words)

30. Co-constructing explanation sequences during between-desk instructions

in project-based language classrooms

Marwa Amri, Mälardalen University

Olcay Sert, Mälardalen University

Thorsten Schröter, Mälardalen University

Research within an ethnomethodological, conversation-analytic (CA; e.g., Hutchby & Woofitt, 2008) framework has emphasized that task instructions are inherently underspecified plans (Lindwall et al., 2015). CA studies have investigated how students engage in delicate work to negotiate task instructions and understand task procedures before they transition to task performance (e.g., Hellermann & Pekarek Doehler, 2010; Kunitz, 2021). However, this phase of the process often involves teachers trying to clarify the task procedures and resolve students' clarification requests. The present study examines how teachers and students co-construct an understanding of a task by orienting to each others' demonstrations of how to carry out the task and giving examples of task procedures. The data consist of 8 hours of video-recorded task-based interactions from a project-based classroom in an upper-secondary school in Sweden, where students are engaged in accomplishing a project task over a series of four consecutive lessons as part of an English-as-a-foreign-language course. We examined a collection of between-desk-instruction sequences through multimodal conversation analysis (e.g., Mondada, 2009). Our analysis shows, for example, that teachers sometimes enact task instructions through hypothetical scenarios, to which the students typically orient through formulations of understanding. The data also shows how students make use of hypothetical scenarios themselves to negotiate their understanding of how to carry out the task. These findings illustrate the participants' orientation to co-constructing a shared understanding of the instructions before they transition to task performance.

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Special sessions

Workshop on Literature education

This workshop offers an introduction to the field of literature education in English as a second or additional language (L2). It is a response to a felt need for professional development expressed by academic English staff and documented in recent research (Dodou & Gray, 2021; Dodou & Svensson, forthcoming; Svensson & Dodou, in progress). It welcomes literary scholars, English education scholars, and other English staff who are involved in teacher education programmes or are interested in learning more about this field. The workshop addresses the following key questions:

1. **What is L2 English literature education research and what is its role in teacher education courses?** We take as our starting point a recent study indicating that several literary scholars come teacher educators feel unfamiliar with L2 English literature education research and frustrated that they cannot drive the research-teaching nexus when it comes to the teaching of literature in schools (Dodou & Svensson, forthcoming). We situate research on L2 English literature education at the intersection between literary studies and English education, address the types of questions that the field investigates, and its knowledge contributions. Further, given the positive relation between educational research and teaching for teacher professionalism, we consider the role of literature education research in English courses, and we discuss the implications for pre-service teachers of various ways of engaging with this research.
2. **How do literary scholars become teacher educators?** This question relates to findings in a recent study focusing on the effects for academic English staff, and subsequently for future teachers, of a changed educational landscape that calls for an increased alignment between teacher education and school teaching practices (Svensson & Dodou, in progress). The findings focus on literary scholars' experiences of becoming teacher educators and of gaining professional competence relating to the school teaching of English literature with little institutional support. Against the persistent trend over the past decade to let English literary scholars develop teacher educator competences through "trial and error" or "learning by doing", we discuss the need for a common knowledge base around literature education and the school teaching of literature in English.

A core aim with the workshop is to identify concrete suggestions which can ensure that future teachers of English are equipped to plan and implement the teaching of literary texts, as well as to observe, reflect upon, and improve their teaching based on knowledge from the field of L2 English literature education. Please, sign up for it to participate.

Workshop organisers: Katherina Dodou (University of Oslo) and Anette Svensson (Lund University)

Roundtable discussion: *Literature in English and Education for Sustainable Development*

This roundtable will explore aspects of how literary studies in English within teacher training programs can contribute to the United Nations' 2030 agenda for education for sustainable development (ESD). The roundtable has its origins in a special issue on the subject to be published in the *Nordic Journal of Research Studies* in 2025. Questions that the table discussions will address include: How can literary studies in English contribute to a deeper understanding of sustainability issues? How can the complexity and ambiguity that characterize literature be combined with ESD? To what extent can English-language literary studies in teacher training programs help future teachers to develop the critical capacities needed to tackle complex global challenges and promote change? The aim of the roundtable is to initiate a discussion of the challenges and possibilities of addressing sustainability topics in the English subject classroom through literature.

Moderator: Malin Lidström Brock

Participants: Celia Aijmer-Rydsjö (University West), Ulrika Andersson Hval (University West), Barbara Barrow (Lund University), Ellen Turner (Lund University), Malin Lidström Brock (Luleå University of Technology) and Marie Wallin (Luleå University of Technology)

Colloquium: *Developing Communicative Competence in English*

The development of all-round communicative competence is the main aim for English language teaching (ELT) in the syllabi for compulsory and upper secondary school issued by Skolverket (2022a, 2022b). It includes the development of students' proficiency and language awareness as well as their intercultural competence. To achieve this, teachers need broad instructional repertoires. In terms of students' English proficiency, teachers are having to strike a balance between purely meaning-based classroom activities and those that focus on form(s), often involving explicit instruction about English grammar patterns and writing conventions. Previous research suggests that many English teachers in Sweden expect students to learn English implicitly, through activities that focus on meaning rather than the language itself (e.g., Bergström et al., 2022; Schurz et al., 2022). While students in Sweden often excel in international proficiency tests, recent studies show that students graduating from upper-secondary school in Sweden are challenged by the lexical demands when reading course literature in English at university (Eriksson, 2023; Warnby, 2023). Another feature of today's ELT in Sweden is increasing diversity in terms of students' language repertoires and proficiency levels in English, for example as a result of students' extensive informal language learning (see e.g., Schurz & Sundqvist, 2022). Teachers, therefore, have to consider whether their classrooms should be 'English Only' zones, or areas for translanguaging (see e.g., Källkvist et al., 2024). A third feature concerns students' intercultural competence as expressed in the curriculum. To this end, English teachers can use widely available materials such as fiction, film, and digital resources to support, for example, the development of

students' empathy with others (see e.g., Bland, 2022; Hoff, 2019). Given the Swedish Education Act (SFS 2010:800) policy that education in Sweden should rest on evidence and/or best practice, we need to better understand *how* English may be effectively taught in Swedish schools given these unique conditions for English language learning today. To address the multifaced nature of all-round communicative competence and ways in which this can be taught, this colloquium welcomes empirical and conceptual contributions that explore different instructional options to develop students' communicative competence in English from a variety of perspectives and educational contexts in Sweden and internationally. Presentation topics may include but are not limited to the role of explicit instruction, intentional and incidental learning, communicative language teaching and task-based language teaching, focus on form(s), target language use, translanguaging and literature-based instruction in primary, secondary and tertiary education. The colloquium opens with an invited plenary by Dr. Silvia Kunitz of Linköping University on the topic of "How can teaching develop students' communicative competence in English?"

Organisers: Per Wennlund (Stockholm University), Marie Källkvist (Linnæus University and Lund University), Denise Bergström (Luleå University) and Katherina Dodou (University of Oslo)

What's the purpose of reading? A learning study in English year 8

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Anna Green, Department of Teaching and Learning, Stockholm University

Katja Hjelm, Kunskapsgymnasiet Malmö, Malmö

Kristina Nyström, Sjöstadsskolan, Stockholm

Charlotta Wilson, Sjöstadsskolan, Stockholm

This paper focuses on EFL classroom reading from a communicative and task-based perspective. Most lower-secondary school pupils perform well on traditional reading comprehension tests in English, like the ones encountered in the national tests (Skolverket, 2023). However, teachers experience that working with reading can be challenging, especially when reading is linked to the implementation of tasks where the information gained from the written text is to be used for a specific communicative purpose (cf. "adapting [...] reading to the form, content and purpose of the language output", Skolverket, 2024, p. 46, core content for year 7-9).

This practice-based problem is at the root of our study, which is part of an ongoing collaborative project between researchers and schoolteachers. The project explores pupils' reading of a news article in relation to the communicative task of recording a summarizing radio report. It is carried out as a learning study, which is a collaborative, interventional and iterative approach to educational research (Carlgren, Eriksson & Runesson, 2017). The core of the learning study is an object of learning, that is a certain capability that the pupils should develop (Pang & Runesson, 2019). During the research process, the understanding and teaching of the object of

learning are improved through the analysis of pre- and post-tests and interventions. Our object of learning is “finding relevant information in a news article in order to produce a short radio report”, and the research questions involve identifying the critical aspects that the pupils need to discern to read the article purposefully, and consequently, designing teaching that supports the pupils’ understanding of these critical aspects.

So far, we have carried out one cycle of pre-test, intervention, and post-test. Collected data consist of audio recordings of pre- and post-test radio reports, pupils’ notes from pre- and post-tests, and video-recordings of the classroom intervention. Based on the tests, we have formulated the following preliminary critical aspects (i.e. aspects of the learning object that the pupils need to discern):

- see why the text constitutes a piece of news
- see that not all information is relevant for the task
- see that relevant information can be found anywhere in the text
- see that the reported information should be correct
- see that the report does not include new information or personal opinions

The paper contributes to the discussion about all-round communicative competence in EFL teaching and learning by exploring reading for a specific purpose that goes beyond mere comprehension.

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Fostering communication and engagement in primary school through interactive picturebook read-alouds

Maria Nilsson, Stockholm University

Communicative language teaching rests on keywords such as *meaningful*, *authentic*, and *interactive*. In alignment with such approaches, the goals of English education in primary school revolve around fostering learners’ self-confidence and ability to use the target language (Skolverket, 2022). However, teachers report that making all learners communicate in English and dealing with mixed-ability classrooms are some of their major challenges, in Sweden (Nilsson, 2024) as well as globally (Copland et al., 2014). Furthermore, Littlejohn (2023) argues that primary learners in general do not acquire the new language through studying language and following an externally planned progression. Instead, they acquire language by engaging with and exploring ideas. As English is part of learners’ everyday lives, focusing on meaningful and engaging content is key for primary language teachers (Littlejohn, 2023).

Authentic picturebooks provide unique affordances in this regard, for reasons related to cognitive, affective, and social development as well as literary and linguistic skills

(Mourão, 2019). Yet, such multimodal narratives are an underexploited resource in English teaching in Sweden (Nilsson, 2024; Schröter & Molander Danielsson, 2016) and teachers are insecure about how to use them (Bland, 2022; Fuchs & Ross, 2022).

This presentation reports on a project involving teachers and learners in Swedish classrooms in year 5. Three teachers chose two picturebook titles each to work with in their respective classrooms. Interactive picturebook read-alouds were observed, focusing on teachers' mediating strategies (Nilsson, 2023). Then, interviews with each of the teachers and focus group conversations with 93 learners were conducted to explore the perspectives and experiences of teachers and learners in relation to the potential of picturebook read-alouds in the English subject. Qualitative content analysis revealed that teachers' fear that the picturebooks used would be perceived as childish was unwarranted. Furthermore, based on the perspectives of the teachers, four major advantages were identified; picturebooks 1) increase engagement, 2) promote authentic interactions, 3) foster target language learning and interaction, and 4) benefit all learners in their mixed-ability classrooms. Together, the analyses of observations, interviews, and focus groups reveal that the read-alouds increased learners' behavioral, cognitive and affective engagement, which according to self-determination theory is a prerequisite for language learning (Mercer, 2019; Oga-Baldwin, 2017). Considering the potential of multimodal narratives to spark interaction and engagement, teacher educators are encouraged to not only promote the inclusion of authentic literature but also to explore hands-on ways of working with this resource.

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Prompt dependency and the effect of extramural English engagement on learner writing

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Ying Wang, Karlstad University

Pia Sundqvist, University of Oslo

It is widely acknowledged that different registers and genres elicit different types of grammatical and lexical complexity (Biber, 1998; Goulart et al., 2020). Research has also shown that there are differences in terms of linguistic complexity and accuracy within given registers depending on the prompt or topic used (Johnson, 2017; Yu, 2010). For example, personal or opinion-based prompts or topics result in a higher degree of lexical diversity as compared to impersonal prompts (Johnson, 2017; Yang & Kim, 2020). Despite the extensive research on the effects of the prompt, topic and task, very little is known about the extent to which learners *rely on* the prompt when producing texts. In this paper, we introduce a much-needed framework for investigating the effect of prompt words on learner writing. This framework considers (a) prompt dependency, operationalised in terms of the proportion of prompt words used by Swedish learners of English in their written production; (b) the diversity and sophistication of both prompt and non-prompt words, drawing on previous research on lexical complexity; and (c) the extent to which synonyms of prompt words are used, which allows us to study how prompt words can be successfully integrated in the text without lowering the lexical diversity. As research has shown that extramural English influences writing (Sundqvist & Wikström, 2015; Verspoor et al., 2011), in this paper, we demonstrate how this framework can be used to investigate whether learners' engagement in different types of extramural English activities influences their use of prompt and non-prompt words, and the extent to which they depend on the prompt. The data used come from the Swedish Learner English Corpus (SLEC; Kaatari et al., 2024), which includes argumentative texts written on the same prompt by Swedish junior and senior high-school students. SLEC also includes information about the amount of time students spend on five different extramural English activities (conversation, gaming, reading, watching and social media). In our talk, we will present the results and discuss implications for teaching and assessing writing

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Methods for doing disagreement: High-scoring L2 English learners' interactional competence in two different educational contexts

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While the concept of foreign/second language interactional competence (L2 IC) has been in use since the 1980s (e.g., Salaberry & Kunitz, 2019; Young, 1999), empirical research on what should count as evidence of L2 IC has grown exponentially in recent years, particularly drawing on work in Conversation Analysis (CA) (Hall et al., 2011; Sacks et al., 1974). In this line of research, it is argued that recurrent participation in L2 conversation is key to the development of L2 IC, in which learners gradually acquire the ability to accomplish an increasing variety of L2-appropriate social actions (Salaberry & Kunitz, 2019). In this presentation, we are interested in the relationship between L2 IC on the one hand, and the role of formal and informal learning on the other. Comparing Norway and Flanders, two contexts where learners' exposure to English outside of school is high but where the starting age of formal instruction differs (grade 1 Norway; grade 7 or 8 Flanders), we focus on one facet of L2 IC: the interactional management of *disagreement* (see, e.g., Busby, 2024; Puimège & Peters, 2019). Previous research has shown that learners gradually master more advanced methods for accomplishing disagreement as their proficiency and participation in L2 interaction increases (e.g., Čekaitė, 2007; Pekarek Doehler

& Pochon-Berger, 2011). Data was collected within the STAGE project, which addresses the relationship between *English proficiency* on the one hand, and the onset of *formal instruction* and input from *extramural English* (Sundqvist, 2024) on the other, across a range of language abilities. For this presentation, we focus on speaking, drawing on a corpus of 24 conversational speaking tests collected in grade 10 in Norway and Flanders using the Swedish National English Speaking Test for grade 9 (NAFS Project, n.d.) as test materials. Learners assigned the highest scores by three individual raters were selected for detailed analysis using CA, with a particular focus on the accomplishment of disagreement, as the ability to express diverging opinions and perspectives is key in the test tasks and assessment criteria employed. In our presentation, we will focus on recurring patterns of doing disagreement, and the observations will be discussed in light of the role of starting age versus extramural English in the two educational contexts.

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Affordances of material objects and pictures in the task input for practising interactional competence in the EFL classroom

Amanda Hoskins, Linköping University

This study-in-progress focuses on EFL students' interactional competence (IC), that is, their ability to interact with others by accomplishing social actions with the range of semiotic resources at their disposal. IC can arguably be considered an important aspect of communicative competence, which Skolverket (2022a) describes as a main goal of foreign language teaching. Specifically, teaching should comprise activities that are relevant for the communicative needs of the students (Skolverket, 2022b). Through its communicative approach to language education, which emphasises the importance of purposeful and functional language use (Ellis, 2009), Task-Based Language Teaching (TBLT; see Long, 2015) is particularly suited to foster communicative competence. Thus, the aim of this study is to explore the potential of oral classroom tasks for providing students with opportunities to practise their L2 IC (Pekarek-Doehler, 2018).

Within TBLT the input (including task instructions and other pedagogical materials) given to students is considered an essential feature of task design (Ellis, 2003). Furthermore, studying *how* pedagogical materials are used by students in the classroom is central to understanding the actual affordances provided by the materials (Guerrettaz et al., 2022). Here, the interactional affordances of two different types of task input are analysed drawing on conversation analysis (Sidnell & Stivers, 2013). The data consist of approximately 4 hours of video recordings of dyadic interactions between EFL students at Swedish upper secondary schools. The students engaged in an open-ended problem-based task, which was designed following an existing blueprint (Berggren et al., 2023) aiming to foster the students' practice of their L2 IC. The input comprised items that were either presented as i) actual objects, or ii) pictures. The analysis explores which features (e.g. proposals, agreements) of the students' L2 IC emerge as they engage in collaborative imagining (Murphy, 2005) by focusing on the students' verbal and embodied orientations to the two different sets of materials. Based on previous (Kunitz et al., 2022) and ongoing (Kunitz & Hoskins, in review) research, it is hypothesised that the interactional affordances provided by material objects differ from those provided by pictures, for example, because material objects are typically more easily identifiable than items represented on pictures.

Overall, this study highlights the potential of pedagogical materials in task-based interactions as a feature of task design that allows students to practise their L2 IC in the EFL classroom.

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Rountable discussion: *Death and Rebirth in Literary Studies*

In keeping with the theme "The Future of Literary Studies," this roundtable will investigate the theme of death and rebirth in literary studies. Such literary representations could be literal, addressing actual instances of death in texts, as well as figurative, addressing, for example, death as a metaphor for the waning of movements, theories, eras, or genres, or renewal as seen in character epiphanies and transformations, depictions of seasonal change, or poetry about rewilding. Papers could also consider the role of literary studies in relation to death and rebirth in a time of the neoliberalization of higher education and its attendant cutbacks to humanities departments, the "death of the novel," and other contemporary issues.

Roundtable organisers: Barbara Barrow (moderator, Lund University), Monika Class (Lund University) and Elena de Wachter (Lund University)

Participants: Monika Class (Lund University), Cian Duffy (Lund University), Elena de Wachter (Lund University) and Giles Whiteley (Stockholm University)

Panel discussion: *Romantic Futures*

English emerged as an academic discipline in the eighteenth century, and its history has been closely intertwined with that of Romanticism. Romantic ideas about poetry and the self assisted in the formation of the English canon and the rise of English Literature as a cultural institution. Such ideas continued to be a dominant influence in critical discussions of literature throughout the nineteenth and the twentieth centuries. However, the study of Romanticism has itself undergone many changes, from the formalist reductionism of New Criticism through the deconstructive turn of the 1970s to the historical and material turn of the 1980s. Each turn has left behind critical debates that remain entrenched in the field. New historicist critics, for example, have argued that the study of Romanticism must remain uncontaminated by Romanticism's own terms to avoid ideological cooptation. Since then, new theoretical perspectives have been proposed and are gaining ground, but in general, the study of Romanticism remains within the new historicist paradigm. This panel seeks to address questions regarding the relevance of the study of Romanticism to our own time and circumstances. To what extent must the study of Romanticism change in order to adapt to present-day challenges? Does the future hold new avenues to the field? Should interdisciplinary perspectives be adopted? Does the teaching of Romanticism require new pedagogies or impose other requirements on teachers? The panel also welcomes contributions that approach the question of Romantic futures from the opposite side — i.e. how can Romanticism help us navigate our own futures? Contributions that approach the central question from other angles are also encouraged.

Panel organisers: Jorunn Joiner (Lund University) and John Öwre (Lund University)

Imperfection: Conceptual Roots of Romanticism and Dr. Johnson's Dictionary

Carl-Ludwig Conning, Stockholm University

The famous philosopher and historian of ideas, Isaiah Berlin, warned us of the dangers in trying to define the concept of "Romanticism" by generalization. As Berlin explained in his Mellon Lectures, "Romanticism" has always been a "dangerous" and "confused" concept. And yet, he found in the pious protestant and idealist Germans a source for a specific "romantic" reaction against the failures of the (French) Enlightenment. To him, Romanticism emerged as a historical movement that constituted "the greatest single shift in the consciousness of the West", an intellectual and spiritual reaction against the belief in the perfection of human reason and empirical science. Taking the cue from Berlin, in this paper I propose to make a historical and formal definition of the term "romantic", by reading Dr. Johnson's Dictionary alongside poetry, prose, and paintings by both more and less well-know thinkers from the late eighteenth and early nineteenth centuries. I argue that the concept of "Romanticism" can be understood as skepticism of "perfection" in nature and art. Here, I conclude that the "romantic" mode of thought is rooted in a reconsideration of imperfection in nature, art, and human life. In so doing, I establish a working conceptualization where "Romanticism" describes a historical shift from

belief in literary and philosophical perfection to an intellectual culture shaped by the imperfections of nature and human life.

Roundtable discussion: *The future of doctoral education: Future-proofing doctoral students in the academic job market*

The changing face of doctoral education as well as the rising status of pedagogy within academia (as evidenced by the implementation of teaching quality merit systems in many Swedish universities) essentially means that the scholarship of teaching and learning in higher education is becoming a required, parallel track in the academic career. In order to be competitive in the academic career market, this means that, alongside their scholarly training, doctoral students should be given the opportunity to strengthen their pedagogical profiles and develop pedagogic competences of value for future employment. More specifically, there is a need to bridge the gap between courses in higher education pedagogy and the discipline-specific and practical context that doctoral students meet as they start teaching.

We have recently carried out faculty-financed pedagogical development work that aims to provide doctoral students with more structured support in their discipline-specific pedagogical training. Further, in dialogue with doctoral students, we have developed a pedagogical mentoring model based on a scaffolded approach, enabling doctoral students to observe, discuss, practise, and learn from the range of teaching practices and philosophies that exists within the subject of English.

In this roundtable, we present our proposed model for doctoral students' pedagogical development, including a course-specific component where doctoral students act as co-supervisors of a BA degree project together with an experienced supervisor (15-20 minutes). After sharing our experiences and reflections, we open the floor for joint discussions and experiences of alternative formats at other universities, as well as the reasons why we believe that these plans are in line with the development of doctoral education in Sweden (40 minutes). Doctoral students who have participated in the pilot rounds of our mentoring model will be present to answer questions and share their experiences in poster format.

Roundtable organisers: Satu Manninen, Lene Nordrum, Ellen Turner, Cecilia Wadsö Lecaros (moderators), with Jorunn Joiner, Sophia Juul, Mari Komnæs, Freja Lauridsen, Elena de Wachter, and John Öwre. All from English Studies, Centre for Languages and Literature, Lund University.

Doctoral student symposium

Group 1

Berrak Pinar, Stockholm University

Multilingual High School Students in English Classrooms: A Case Study of Language Attitudes and Practices

In recent decades, Sweden has experienced a significant influx of immigrants, contributing to the linguistic diversity of its population. This diversity is reflected in classrooms, where students bring varied home languages, cultural backgrounds and educational experiences, creating unique opportunities and challenges. Multilingual students in Sweden, particularly those who have a migration background and learn Swedish as a second language, face the dual challenge of acquiring Swedish, the primary language of society, and English, a global lingua franca essential for academic success and broader societal participation.

This research investigates how multilingualism is navigated in English language classes in upper secondary schools from both a student and teacher perspective, focusing on language use and its implications for language learning. Drawing on theoretical frameworks of language ideologies and language attitudes, the study explores how these attitudes shape classroom practices and how students and teachers perceive the role of multiple languages in the classroom. Using qualitative ethnographic methods, including classroom observations, interviews, questionnaires, and written text analysis, the research aims to illuminate how multilingual students' linguistic resources are either utilized or constrained and how these practices are perceived by both students and teachers.

Keywords: multilingualism, language hierarchies, language attitudes, English as a Foreign Language (EFL), linguistic diversity,

Justyna Legutko, Linnaeus University

The role of English in a holistic language education

In a holistic view on language development and teaching (Krulatz & Christison, 2023), the assumption is that the learning of a language is intricately linked to the learning of prior languages. As such, it is imperative not to look at English in isolation but in conjunction with other languages that students are learning at school and that students may bring from home. The phenomenon of “multilingualism with English” (Jenkins, 2017; Jessner, 2006) echoes the importance of a holistic and additive view on language learning as researchers argue that the learning of English in contemporary Europe takes place in a multilingual context. In this doctoral project, I conducted ethnographic observations of English as well as German, French and Spanish language classrooms in Berlin, Germany, and investigated the role English plays in the teaching of writing in these languages. The findings show that teachers rarely engage in cross-curricular or multilingual practices. However, when they do, English is most often a significant anchor point for such practices. For instance, Wendy, a German (language of schooling) and English (foreign language) teacher who taught the same student group in both subjects at the time of my observations, coordinated the order in which she taught about film scene analysis: she first taught how to write this text type in German class and addressed the topic later in time in English class so that students can transfer disciplinary knowledge from German, their stronger language. In the

presentation, I propose to showcase various ways in which English is being leveraged by teachers of German, French and Spanish to teach writing in those languages.

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Amanda Hoskins, Linköping University

Exploring the design and accomplishment of task-based speaking tasks in the English as a Foreign Language classroom

My thesis investigates the design of speaking tasks and the role of teaching materials in EFL students' dyadic interaction. By analysing audio and video recordings of English 5 students' task-based interaction through a multimodal conversation analytical lens, I explore how they, in their task-based interactions, implement open-ended problem-based speaking tasks in the classroom as observable activities. The general framework is the field of task-based language teaching (Long, 2015), where the task input (material pedagogical artefacts) given to students is considered an essential feature of task design (Ellis, 2003). A particular interest for my thesis is the role of pictures and actual material objects, in addition to task instructions, and how these are used as part of the accomplishment of speaking tasks.

Linda Eriksson, Örebro University

Crossing the boundaries: Reading in English in Upper Secondary School and University

Swedish students are frequently expected to engage with English texts at university even when the official medium of instruction is Swedish. Currently, around a quarter of all courses which are officially taught in Swedish have no Swedish texts on the reading list – *all* of the course literature is in English. The ability to comprehend academic texts is one of the most important skills that university students who speak English as a second or foreign language need to acquire, but previous research has showed that Swedish students understand less when the textbook is in English. The potential impact on student retention and academic success means there is a need for more attention to be paid to students' but also teachers' experiences with reading in higher education and to what extent upper secondary school students are being prepared to read academic English. In my dissertation, I pay particular attention to the transition from upper secondary school to university and have collected data from upper secondary school pupils and English teachers as well as university students and lecturers in social science. The project has two phases, the first of which focused on the student perspective. I investigated first-year students' perceptions of their preparation for and ability to read English

academic texts, what challenges they reported in relation to English reading materials, and if there was a difference between students who had taken the optional year of English in upper secondary school and those who had not. The second phase of the project is ongoing and focuses on the teacher perspective. One aim of the second phase is to investigate if and how teachers adapt their teaching to make the transition from upper secondary school to university easier regarding reading English course literature.

Sara Peltokangas, Linköping University

From Pleasure to Performance: How Teaching Choices Shape Young Readers

Teaching literature has become increasingly challenging for educators. There is an international trend indicating a decline not only in young people's reading proficiency but also in their motivation to read (OECD, 2018, 2023). This decline is likely influenced by changes in educational priorities and broader societal shifts. For instance, the emphasis on standardized testing and assessment-driven curricula have shifted the educational purpose of reading from pleasure to performance (Sigvardson, 2021; Wolcott, 2023). Additionally, the widespread availability of digital devices and entertainment options presents distractions that compete with traditional reading (Nordlund & Svedjedal, 2020). This paper explores how Swedish upper-secondary teachers motivate their students to engage with literary texts. Through an analysis of teachers' arguments emphasizing the importance of literature, strategies for influencing students' willingness to engage, and the selection of texts, this paper considers the methods educators use to underscore and validate the significance of literature in education. In the context of performance-centred curricula and the media ecology of a digitized society, this paper asks whether reading risks becoming centred exclusively on the extraction of information rather than the appreciation of language and storytelling. Is it in fact possible that the extensive focus on measurability, alongside the rise of digital reading, has contributed to the loss of what Rosenblatt (1978) influentially termed aesthetic reading?

Marwa Amri, Mälardalen University

Doing Project Work in the Language Classroom: The Interactional Organization of Tasks, Activities, and Instructions

Research on project work is common in mainstream education in Sweden. It investigates this teaching practice broadly but without associating it with a particular subject, such as English as a Foreign Language (EFL). The present thesis examines project work in an EFL classroom in a Swedish upper-secondary school. Specifically, it explores interactions when the students are seated at their desks working on the project tasks and aims to give a comprehensive overview of the interactional and instructional that participants engage in during their accomplishment of the project work. Drawing on Conversation Analysis (Hutchby & Wooffitt, 2008; Sidnell, 2010), the three constituent studies of the thesis explore the interactional organization of tasks, activities and instructions.

Study I focuses on one project task during which groups of learners are engaged in a discussion task intended to introduce the project theme and explores the learning potentials (Hellermann & Pekarek Doehler, 2010) afforded by the film. Specifically, this study explored sequences when some students, in their groups, orient to emerging troubles while collaboratively narrating different scenes.

Study II investigates between-desk instructions as a recurrent classroom activity in project-based classrooms, i.e., interactions that occur when students who are seated at their desks and work on their project tasks call on the teacher with questions related to task instructions. It primarily looks into how learners deploy formulations (Heritage & Watson, 1979) as interactional resources to establish shared understanding.

Study III explores teachers' responses to student questions that arise during between-desk interactions with a particular focus on the instructional work that the teachers construct through their responses and the way they format their responses to different types of questions.

Taken together, these studies explore the naturally occurring activities that constitute a project-based English language classroom in order to highlight the institutional fingerprints of this educational arrangement.

Ebba Nyberg, Gothenburg University

Performing Irish English: Social and Stylistic Variation in Staged and Mediated Contexts

This thesis project examines social and stylistic variation in Irish English through Audience Design (Bell, 1984) and Enregisterment (Agha, 2005), focusing on performed language in staged and mediated contexts. By examining how dialectal features are adapted for different audiences, this project hopes to contribute to a deeper understanding of audience-centered stylistics. Previous research suggests that both theatrical and cinematic portrayals of Irish English closely reflect natural speech (Hickey, 2005; Walshe, 2017). This project aims to address a gap in sociolinguistic research by investigating how dialectal features are strategically employed for stylistic purposes in entertainment contexts. In doing so, this research aims to provide insights into how speakers draw upon their linguistic repertoires to construct identity and engage with audiences.

The project started in September 2024 and is planned as a compilation thesis. The first study, currently in progress, involves a contrastive analysis of Brian Friel's *Dancing at Lughnasa* (1990), comparing the original play (set in 1930s Donegal) with its 1998 film adaptation. Any dialectal differences between the scripts are likely to be stylistic choices shaped by audience expectations and medium-specific constraints. Through the lens of Audience Design this study examines where and why linguistic features diverge between the two scripts, aiming to explore how performed language adapts to audience expectations. Findings could contribute to broader discussions on authenticity in performance, the role of linguistic repertoires in audience engagement, and the enregisterment of Irish English in entertainment contexts.

Marta Segura Hudson, University of Gothenburg

Where Language Learning and Subject Content Meet: English as a tool for the scaffolding of subject-literacy

Content and Language integrated learning (CLIL) is a pedagogical practice which is defined by its dual focus on both language and subject content teaching. In Sweden, English is the most often used language in schools which employ this practice. The integrational aspects of teaching language and subject content using English are studied in this project, in consideration of subject-literacy; the disciplinary language, discourses and genres used by teachers and students to communicate subject

content knowledge. Subject-literacy is needed for subject content learning as students require not only the disciplinary language of a subject, but also knowledge of the texts and genres encountered in it, together with the patterns of language which one might expect to encounter in a specific learning context.

The study follows three classroom teachers in the subjects of History, Social Studies and International Relations, and one cohort of multilingual students over the course of their upper-secondary school years. It employs an ethnomethodological approach to the generation of linguistic data in the form of field notes, transcripts of audio recorded lessons, semi structured interviews with participants, a specialized learner corpus of student generated textual responses, and artifacts such as learning materials which have been used to support learning. It considers the language used in interactional classroom discourse, alongside the language of students and the learning aims of the group. Preliminary observations address the role of iterative classroom content in curricular alignment, language user identities, and the use of Swedish as a bridge to subject content knowledge in English. Currently I am approximately halfway through my studies and plan to have a midway seminar at the end of the spring term (vt25), when I also plan to finish the generation of empirical material in the project.

Group 2

**Andy Irwin, University of Birmingham, Associate Tutor in Modern World Literatures,
University of Warwick**

Nobody Dies at the End? Queer Forms of Optimism in Twenty-First Century Gay US Literature

My research project is the first to identify a corpus of what I call ‘queerly optimistic twenty-first century gay US literature’. The goal of my research is to provide crucial insight into the social and political significance of gay writers’ literary production in the US as these authors grapple with the current cultural moment. The early decades of the twenty-first century are characterised by interconnected phenomena: the apparent entrenchment of ‘still-late’ capitalism, unfettered consumption, and their attendant social and environmental crises; loneliness, isolation, and social alienation; the popularity of new forms of authoritarian and extreme-right-wing political programmes; (dis)information paralysis; the warp-speed expansion of the digital multiverse; demographic change; and the new culture wars.

With this project, I am interested in exploring what happens when gay writers make space for specific responses to precarious living conditions and immiserating social norms which do not rely on false hope or fall back on comforting grand narratives, and which also do not capitulate to nihilistic impulses. I have begun to think about queer optimism as the will to engineer and put into practice new ways of acting ethically and rationally within the landscape of postmodernity and outside of heteropatriarchal, capitalist, and white-supremacist logics. The goal of a queerly optimistic ‘will to action’ is to do the work of disrupting and recalibrating the social field of power relations and short-circuit impoverishing and violent social norms—for the flourishing of the self and others. I have identified six authors as exemplary writers of contemporary queer optimism: Brandon Taylor, Ocean Vuong, Bryan Washington, Justin Torres, Anthony So, and Garth Greenwell. My research explores the ways in which these authors make queer forms of flourishing visible and makes the case for operationalising a flexible theory and praxis of queer optimism which might destabilise hegemonic norms and transform US society.

Louise Mullavey, Linköping University

Diffraction Storytelling: Contemporary Indigenous Australian Literature as Third Archive

My research project explores the intersection and interaction of Indigenous epistemologies and ontologies with New Materialist and Posthuman thinking within contemporary Indigenous Australian literatures. These literary works often address ecological themes, including human and non-human relationships, materiality, and agency. They are embedded with Indigenous cultural philosophies and challenge Western dualisms and anthropocentric subjectivity. Particular interest lies in the role of First Nations literary works as vessels for the transmission of vital knowledges foregrounding environmental sustainability and relationality to wider, more diverse audiences. Using a diffractive methodology, I argue that contemporary Indigenous Australia literatures function as a “third archive” (Margo Neale 2020) – a space in which the Indigenous master archive (knowledge held in Country) and the Western archive (contemporary Western knowledge systems) come together.

The focus on how different knowledges intersect and interact in this literary space demands engagement with new ways of performing literary analysis. As a second-year doctoral student, I am currently in the process of developing the diffractive reading methodology I intend to employ in my research. Inspired by Karen Barad’s writings on diffraction, this involves reading literary and theoretical texts, as well as artworks from the Indigenous-led exhibition “Songlines: Tracking the Seven Sisters” dialogically through one another to come to new insights. This approach disrupts the representational style of performing traditional close readings of literary texts, whereby texts and theories are read against one another, and instead emphasises the interconnectedness and mutual influence of texts. In developing this method, I seek to navigate away from the practice of applying Western theory to Indigenous Australian narratives which are already inherently embedded with Indigenous cultural philosophies. Furthermore, this approach contributes to addressing the noteworthy absence of Indigenous philosophies within both New Materialist and Posthuman scholarship that engages with notions of relationality and non-human agency.

Sara Dahlberg, Lund University

‘A thing in motion will always be better than a thing at rest’: The Contemporary Anglophone Novel-Essay and Transformations of Knowledge

Some of the most resonant works of C20th English and European literature belong to the strange genre of the novel-essay. In scholarship, however, it is a narrow, nascent field. Monographs by de Obaldia in 1995 and Ercolino in 2014 constitute the most comprehensive studies of the genre. These, as what else there is written about the novel-essay, tend to cover a period from the C18th to mid-C20th and concern chiefly European literary works. Taking in account the absence of Anglo-American works from earlier studies, and by considering what I argue is the recent resurface of the novel-essay in contemporary literature more broadly—a fact which disputes its purported “disappearance” and/or replacement by other genres, an argument made by Ercolino and de Obaldia both—my doctoral thesis focuses on several C21st Anglo-American novel-essays and takes as its departure point the novel-essay’s unique relationship to knowledge.

I argue that the contemporary Anglo-American novel-essay is part of a renaissance of what I call *literatures of knowledge*. Works belonging to this eclectic category make visible the way knowledge is created, organised, legitimised, and transformed. My research looks at how the novel-essay transforms knowledge to create alternative histories and alternative epistemologies. Rather than defaulting to the ‘the hermeneutics of suspicion,’ I draw on Felskian postcritical practice which argues

for ‘dialogue’ rather than ‘diagnosis’ as a legitimate critical approach. Through these interlinked theoretical and methodological considerations, I argue for the contemporary Anglo-American novel-essay—fragmented as it is—as a form that makes possible knowledge creation that is generative, restorative, and redemptive.

Alissa Kautz, Lund University

The Popular Science of Arboreal Agency: A Chance for Post-Anthropocentric Narratives?

Environmentalism and its literature predate our awareness for anthropogenic climate change, but for several decades our species’ actions have been researched, discussed in the public, and written about. Projections of the future go hand in hand with years of research that lie behind us as well as the actions we take in the here and now. My (tentative) dissertation topic approaches post-anthropocentrism in recent literature at the intersection of New Nature Writing, Creative Non-Fiction, and Popular Science. The three books analysed are *The Hidden Life of Trees* (original title: *Das Geheime Leben der Bäume*) by Peter Wohlleben, *Braiding Sweetgrass* by Robin Wall Kimmerer, and *Finding the Mother Tree* by Suzanne Simard. These texts pose an intersection of scientific research findings and storytelling with a particular focus on tree and plant agents. They address a broader public and tend to be overlooked in literary research for their role as popular non-fiction books often excludes them from considerations of literary canon. With my dissertation I want to show that it is important to not disregard contemporary, popular nonfiction within the field of literary studies. In particular, as these books discuss topics that are essential to questioning our understanding has humans in relation to non-human beings in an anthropocentric world. The authors discussed in the dissertation do not necessarily answer scientific questions of which policies are the most promising, nor do they advocate for one ultimate way to co-exist with other species in a post-anthropocentric way. Yet, the combination of scientific findings and captivating storytelling in books that reach a broader public audience, could be particularly fruitful ground for imagining better futures not only for our own species, fostering practical approaches to post-anthropocentrism.

Lena Leimgruber, Umeå University

Arctic Echoes: Postcolonial Speculative Fiction and Environmental Imaginaries in the Far North

Subject: English Literature — my research examines how speculative fiction addresses cultural and environmental transformations in the Arctic, particularly through narratives that could be categorised and read through the concepts of colonialism, postcolonialism and neo-colonialism. Using an ecocritical framework, I analyse how these texts engage with themes of climate change and human-environment interaction.

Edith Fon, Malmö University

Exploring the Iconotext in Picturebooks and Graphic Novels for Primary-Aged Children: A Focus on Aesthetic Affordances and Aesthetic Reading

Introduction: The aesthetics of print books have gained renewed attention with recent shifts in reading patterns in Swedish schools. Historically, Swedish educational policies have emphasized an instrumental approach to reading (Lindsköld, Dolatkah, et al., 2020). In recent years, however, the national steering documents have promoted aesthetic reading to also promote democratic citizenship

ideals and personal development (Lindsköld, Dolatkah, et al., 2020; Lindsköld, Hedemark, et al., 2020). The tension between these positions persists, however. The project finding suggest that current educational policies may neglect the role of aesthetic experiences in fostering independent, responsible citizens.

Research in children's literature within second language education often focuses on thematic readings, while first language education emphasizes aesthetic readings. This contrast highlights potential research gaps and suggests that integrating these perspectives could offer a more comprehensive understanding of the benefits of reading picturebooks and graphic novels in primary schools. A balanced approach is therefore needed.

Research Focus: This project investigates the aesthetic affordances of picturebooks and graphic novels in 4-6 EFL classrooms. It aims to balance learners' cognitive understanding with aesthetic experience, addressing how aesthetic reading can be incorporated into the classroom and what insights can be gained from teachers' and students' experiences.

Methodology: Using a multiple-case study approach, the research includes textual analysis and empirical studies in classroom contexts. Data will be collected through ethnographic methods, including fieldnotes, video recordings and photography. Thematic analysis will be used to uncover emerging themes.

Conclusion: Focusing on the aesthetic affordances of picturebooks and graphic novels, will plausibly encourage young learners to cultivate an interest in Free Voluntary Reading.

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Axel Lindner Olsson, Stockholm University, The Transatlantic 'Vulgar' in Henry James and Edith Wharton, 1880–1920

My doctoral project focuses on the word 'vulgar' and its inflections in four novels by Henry James and Edith Wharton—*The Portrait of a Lady* (1881), *The Awkward Age* (1899), *The Custom of the Country* (1913), and *The Age of Innocence* (1920). Coupled with a historical discussion of the 'vulgar' and its relationship to culture through the lens of my selected works, my central claim is that the transatlantic influences that James and Wharton were exposed to in their travels, both intellectual and geographic, had a profound impact of the role they assigned to the 'vulgar' in the milieus they moved, and the constitution of the subjects of their fiction. Well acquainted with key English and American intellectual figures of the nineteenth century who commented on the 'vulgar' and its relationship to culture, such as Matthew Arnold, John Ruskin, and Charles Eliot Norton, I argue that James and Wharton's positions and position-takings in relation to 'vulgarity' were shaped by their inhabiting what Gisèle Sapiro has described as a transnational intellectual field. From the perspective of an intellectual field spanning the Atlantic, it becomes possible to view the themes of cultural interaction and opposition that form the basis of my discussions of 'vulgarity' and culture in James's and Wharton's fiction in a new light, one

that places emphasis on travel, cosmopolitanism, and cross-continental intellectual discourse. The 'vulgar' that is evoked by James and Wharton can thus be read as transatlantic in nature. I am in my first year of studies with the dissertation still in its early stages, and am currently writing a revised and extended project proposal to be presented at an internal department seminar on the 18th of March this year.

Hannah Persson, Lund University

'Space and Place in Shakespeare's Plays.'

This thesis considers the use and function of space in a number of Shakespeare's plays in order to highlight the important dramatic function of space and its effects on the configuration and reception of the plays, and most importantly the potential effects various engagements with certain spaces may have on the particular genre of a play. Like others before, I too question how a play – and by extension the stage – can possibly propose to contain spatial entities that go beyond the seemingly immediate boundaries of the stage. However, I go beyond that by also analysing the tension that thereby ensues between the literal and the figurative, the imagined and the experienced, emphasising the effects that Shakespeare's handling of boundaries and in particular liminal spaces have on genre development. I hope to avoid what might now be deemed a slightly restricted or limited view of space in Shakespeare's plays, where spatiality informs us only of the inner workings of a character. Readings in which character is hierarchically positioned above space and place arguably fail to recognise the important connection between characters and space. In particular, such readings discount the important differences in the innate nature of various spaces and how this affects a play's genre development. This thesis will further explore the relation between characters and their surroundings in order to show the extent to which space influences characters and by extension the potential comic or tragic developments within the story if the play itself. In other words, the aim of my study is to firmly cement the importance of space within the context of genre and to disrupt, if not subvert, past traditions of viewing space as secondary to character.