

Contributors

Britt-Marie Apelgren (Brittmarie.Apelgren@ped.gu.se) is Associate Professor of Language Education at the University of Gothenburg (Sweden). She obtained her PhD in language education at the University of Reading (UK), and her main research interests concern teacher cognition, language teaching and learning, language assessment, and content and language integrated learning (CLIL). Britt-Marie is the co-editor for the Brill/Sense book series *Critical Issues in the Future of Learning and Teaching* and a member of the editorial board of the journal *Personal Construct Theory & Practice* (PCTP).

Maria Lim Falk (maria.lim-falk@su.se) is a researcher in the Department of Swedish Language and Multilingualism, Stockholm University (Sweden). She works within the field of educational linguistics, specializing in first language (Swedish) and the development of academic writing in content and language integrated learning in Swedish bilingual school contexts.

Per Holmberg (per.holmberg@svenska.gu.se) is Professor of Swedish Language at the University of Gothenburg (Sweden). He specializes in research on writing and written texts in school contexts, and has been particularly interested in developing sociosemiotic models for this research, as well as in introducing such models into teaching practice for the scaffolding of student learning. Furthermore, Per is currently engaged in the study of the emergent writing of Iron Age Scandinavia.

Sofie Johansson (sofie.johansson@svenska.gu.se) is Associate Professor in Swedish as a Second Language, senior researcher and teacher in Swedish, Swedish as a Second Language and Computational Linguistics at the University of Gothenburg (Sweden). She obtained her PhD in Computational Linguistics and Natural Language Processing, and her research interests include Swedish L2 learning, vocabulary acquisition, text comprehension, language learning and teaching in science education and social sciences, language in academic settings, political language and using corpus linguistics in research and education. She has published in journals such as *Language Resources and Evaluation*

Journal, Oslo Studies in Language, US-China, Foreign Language, Utbildning & Demokrati and Nordiska studier i lexikografi.

Inger Lindberg (inger.lindberg@isd.su.se) is Professor Emerita of Bilingualism at Stockholm University (Sweden). Her research has mainly addressed sociopolitical and sociocultural aspects of second language education. In recent publications Inger has shown a special interest in the lexical aspects of second language literacy development in multilingual school contexts.

Sölve Ohlander (solve.ohlander@ped.gu.se) is a Professor (Emeritus) of English Language at the University of Gothenburg (Sweden). His publications range from core linguistic areas, e.g. syntax and lexicology, to more ‘applied’ issues, such as reading comprehension and the crosslinguistic influence of different first languages on the acquisition of English as a second/foreign language, stressing the importance of ‘multi-contrastive awareness’ for teachers in today’s multilingual classrooms. Sölve’s research interests further include the interface of linguistics and popular culture in a wide sense, especially football language. He has co-authored grammars for upper secondary school as well as for students at university level.

Elisabeth Ohlsson (elisabeth.ohlsson@gu.se) is a Lecturer in Swedish in the Department of Pedagogical, Curricular and Professional Studies at the University of Gothenburg (Sweden). She obtained her licentiate in education in 2018 and now continues as a PhD student. Elisabeth’s research is focused on productive writing skills in Swedish as a first language. She has presented her research at various conferences such as AILA and ARLE.

Eva Olsson (eva.olsson@ped.gu.se) obtained her PhD in language education in 2016. She is Assistant Professor of Pedagogy at the University of Gothenburg (Sweden), where she is engaged in national test development (English proficiency), in teacher training and in academic language courses. Her research interests include language assessment, content and language integrated teaching and learning, and second language learning in and outside school, in particular students’ development of academic vocabulary and academic writing proficiency. Eva has published articles in journals such as *Oslo Studies in Language* and *Apples – Journal of Applied Language Studies*.

Tore Otterup (tore.otterup@gmail.com) has a PhD in Swedish as a second language and is a former Senior Lecturer in Swedish Language at the University of Gothenburg (Sweden). His particular field of research interest is second language acquisition and development inside and outside school as well as multilingualism and identity formation among young people in multi-ethnic and multilingual settings.

BethAnne Paulsrud (byp@du.se) is Senior Lecturer in English at Dalarna University (Sweden) and is affiliated with the Centre for Research on Bilingualism at Stockholm University. She holds a doctoral degree in educational sciences in languages and language development. Her research interests include English-medium instruction, multilingualism and language policy in education, family language policy, translanguaging and linguistic ethnography. BethAnne has recently co-edited two books on translanguaging in education, one for *Multilingual Matters* (2017) and one in Swedish for *Studentlitteratur* (2018). She has also published her research on young children's translanguaging, language ideologies, teacher education and national curricula.

Helena Reierstam (helena.reierstam@gmail.com) finished her licentiate thesis on assessment in CLIL at the University of Gothenburg (Sweden) in 2015, and now works as Director of Education at the Swedish National Agency for Education. While working with a national framework for the national tests, she currently also holds a PhD position at Stockholm University, where her research focuses on subject matter assessment in the multilingual context among newly arrived immigrant students. Helena is investigating teachers' beliefs about the role of language and their assessment practices when assessing subject content. She has a background as a foreign language teacher in Sweden and in the United States.

Ylva Sandberg (ylva.sandberg@isd.su.se) is a Lecturer in Language Education at Stockholm University (Sweden). With 15 years of experience in language teaching at upper secondary school, Ylva started working in teacher education in 2008. She completed her licentiate thesis, a sub-study of the CLISS project, in 2018. Her research interests are professional development, teacher and learner cognition, multilingual education and multimodal learning and teaching.

Liss Kerstin Sylven (lisskerstin.syven@ped.gu.se) is a Professor of Language Education at the University of Gothenburg (Sweden). She obtained her PhD in English linguistics, and her research interests include various perspectives of content and language integrated learning (CLIL), second language vocabulary acquisition, language learning motivation, individual differences and extramural English language learning. Liss Kerstin has recently co-authored a book about extramural English (2016), and examples of her publications can be found in journals such as the *International Journal of Bilingual Education and Bilingualism*, *Journal of Immersion and Content-Based Education*, *Studies in Second Language Learning and Teaching*, *CALICO Journal* and *ReCALL*.

Amy S. Thompson (amy.thompson@mail.wvu.edu) obtained her PhD at Michigan State University in 2009. She is a Professor of Applied Linguistics

and currently the Department Chair in the Department of World Languages, Literatures, and Linguistics at West Virginia University. Her primary research interests involve individual differences in SLA and the interactions of these individual differences and multilingualism. Amy teaches a range of theoretical and methodological courses in applied linguistics. Examples of her research can be found in journals such as the *Modern Language Journal*, *TESOL Quarterly*, *Foreign Language Annals* and the *International Journal of Bilingual Education and Bilingualism*, among others.