Contributors

Editors

Mikaela Björklund has worked as a university lecturer in foreign language education at the Faculty of Education and Welfare Studies at Åbo Akademi University. Her main research interests focus on content and language integrated learning (CLIL), linguistic and cultural integration patterns in primary school contexts, including teacher beliefs, pupils’ patterns of multilingual language use and linguistic schoolscapes. Her most recent research interest is teacher education as an arena for language awareness and multilingual language use. She is one of the initiators of the Workshop on Multilingualism network and has co-edited several academic volumes.

Siv Björklund is Professor of Swedish immersion and multilingualism at the Faculty of Education and Welfare Studies at Åbo Akademi University. Her research encompasses Swedish as a second language, bilingual and multilingual learning, CLIL and minority studies. Recent research projects focus on the relation between multilingualism and identity in immersion programs, pedagogical practices for language-diverse classes and the development of participatory writing among students with Swedish as a first or second language in different classroom settings. Björklund is also one of the founders of the Journal of Immersion and Content-Based Language Education.

Authors

Mari Bergroth (PhD) works as senior lecturer in educational sciences at the University of Helsinki, Finland. She holds a title of Associate Professor in education: immersion education and linguistic diversity at Åbo Akademi University, Finland. Her research interests include multilingualism, multilingual learning and teaching. Her recent published work focuses on educational policy, language-in-education policy, family language policy, developing language aware initial and in-service teacher education for both bilingual and mainstream education.
Jim Cummins is Professor Emeritus at the Ontario Institute for Studies in Education of University of Toronto and was Adjunct Professor at Åbo Akademi University in Finland from 2015 to 2019. His research focuses on literacy development in educational contexts characterized by linguistic diversity. In numerous articles and books, he has explored the nature of language proficiency and its relationship to literacy development, with particular emphasis on the intersections of societal power relations, teacher–student identity negotiation and literacy attainment in multilingual classrooms.

Tjaša Dražnik (MA) is a doctoral candidate at the Faculty of Education and Welfare Studies at Åbo Akademi University, Finland. She has recently been working in an international Erasmus+ project, Linguistically Sensitive Teaching in All Classrooms (Listiac), as a member of a research group at the Faculty of Education of the University of Ljubljana, Slovenia. She holds a Master’s degree in Teaching English and French as a Foreign Language.

Tuuli From is a project researcher at the Faculty of Education and Welfare Sciences, Åbo Akademi University, Finland, in the project Citizen Science research on co-located schools in Finland and Italy. In her PhD thesis (University of Helsinki, 2020) she examined how language policies operate through symbolic and material spaces in bilingual educational settings, particularly in co-located Finnish- and Swedish-medium schools in Finland and bilingual Sweden–Finnish schools in Sweden. From’s research interests include studying questions related to language, power and social difference in education using critical and ethnographic approaches.

Sviatlana Karpava is a lecturer in Applied Linguistics/TESOL and Linguistics Section Coordinator at the Department of English Studies, University of Cyprus. She is also Co-coordinator of the Testing, Teaching and Translation Lab. Dr Karpava has presented her research at numerous international conferences and her research work has been published in various peer-reviewed journals. Her areas of research are applied linguistics, syntax, semantics and pragmatics, phonetics and phonology, speech perception and production, orthography, first and second language acquisition, bilingualism, multilingualism, sociolinguistics, teaching and education, critical digital literacy, heritage language use, maintenance and transmission, language loss, shift and attrition, family language policy, home literacy environment and intercultural communication.

Jarmo Lainio is Professor of Finnish at Stockholm University (2008–). His research covers sociolinguistics, sociology of language, minority languages, language policy and (bilingual) educational linguistics. He is the co-founder of a network of teacher training educators of national minority
languages (Nåtmin) and the Swedish member of the Council of Europe’s Committee of Experts since 2005, monitoring the European Charter for Regional or Minority Languages. In 2017 he was a Special Inquirer for the Swedish Government, regarding the instruction of national minority languages (SOU 2017:91). He has been widely published in the fields mentioned above.

**Júlia Llompart** is a postdoctoral researcher and principal investigator for the CULT project (Constructing a collaborative understanding of learning and teaching for the XXI century, Ministerio de Ciencia e Innovación, PID2020-115446RJ-I00) at the Universitat Autònoma de Barcelona and a member of the GREIP. Her research focuses on plurilingual practices in education, language mediation and teaching and learning in non-formal settings. Her work combines ethnography, collaborative and participatory action research and conversation analysis. She has participated in national and international projects and has several published articles related to her research interests.

**Karita Mård-Miettinen** is Professor in Applied Linguistics at the University of Jyväskylä, Finland. Her research focuses especially on practices and policies in early language learning and teaching, and multiple language learning in bilingual education and additional language teaching settings. She applies ethnographic, collaborative and visual methods and adopts content and discourse analytic approaches.

**Janus Spindler Møller** is Associate Professor at the Department of Nordic Studies and Linguistics (NorS) at the University of Copenhagen. In 2009, he earned a PhD with a thesis on the longitudinal development of polylingual practices among a group of Danes with Turkish background. His main fields of interest are languaging, interactional sociolinguistics and language ideology. He is currently leading the Everyday Languaging Project, which studies languaging among school students in a culturally diverse area of Copenhagen, and is participating in the SoMeFamily Project, dealing with social media activities within families viewed across generations. His work has been published in a range of journals.

**Agnieszka Otwinowska** (MA, PhD, Habil.) is Associate Professor at the Faculty of Modern Languages, University of Warsaw, Poland. Her research involves multilingual language acquisition, cross-linguistic influences, child bilingualism, foreign language teaching and CLIL (bilingual) education. She is a teacher trainer and an author of course books and syllabuses for English language teaching approved by the Polish Ministry of Education; she also worked as an external expert for the Polish Educational Research Institute. She has been an active member of European academic networks: the International Association of Multilingualism, the Network
on Multilingualism organized by the University of Vaasa and Åbo Akademi, COST Action IS0804 Language Impairment in a Multilingual Society and COST Action IS1306 New Speakers in a Multilingual Europe: Opportunities and Challenges.

Verena Platzgummer holds a PhD from the University of Vienna and is member of a research team on multilingualism at the Institute for Applied Linguistics at Eurac Research in Bozen-Bolzano. Her interests lie primarily in linguistic repertoires, language ideologies and language in education, which she investigates with sociolinguistic and linguistic ethnographic methods.

Anna Slotte has the title of Docent and works as a senior university lecturer at the Swedish teacher education program at the University of Helsinki, Finland. Her primary fields of research are multilingualism, video ethnography and digital literacy. She is especially interested in language sensitive teaching, digitalized text practices in school and language-crossing activities in the everyday lives of children and youth. She is a member of the Nordic Center of Excellence, Quality in Nordic Teaching (QUINT) (2018–2024).

Colin H. Williams was Research Professor in Sociolinguistics, now an Honorary Professor, in the School of Welsh, Cardiff University, UK. Currently he is a Visiting Fellow, and a Senior Research Associate of the Von Hügel Institute at St Edmund's College, the University of Cambridge, UK where he specializes in post-conflict reconstruction and reconciliation. His main scholarly interests are sociolinguistics and language policy in multicultural societies, ethnic and minority relations and political geography. Williams has advised government agencies in Europe and North America on minority issues and currently advises the Welsh Government on its Official Language Strategies.

Lorenzo Zanasi is a senior researcher at the Institute for Applied Linguistics at Eurac Research in Bozen-Bolzano, Italy. He holds a PhD in linguistics from the University for Foreigners, Siena, Italy, and has also studied at the Sapienza University of Rome. He has taught Italian as a second language in Italy as well as in France, Morocco and Sri Lanka. His research interests lie in the fields of Italian linguistics, educational linguistics and plurilingual teaching methodology.

Eve Zyzik (PhD, University of California, Davis) is Professor in the Department of Languages and Applied Linguistics at the University of California, Santa Cruz. She has published on a variety of topics related to second language acquisition, heritage language development and issues related to language pedagogy in content-based courses. She has published

**Kamil Özerk** is Professor of Education at the University of Oslo and Sami University of Applied Sciences, Norway. He teaches classes on teaching and learning, curriculum development, educational counselling, bilingualism, language revitalization, reading and autism. Dr Özerk served as Vice Chair for academic issues at the Department of Education and as a member of the steering committee of the Norwegian Language Council. His recent books are on bilingual development and learning, reading comprehension strategies, autism and pedagogy.