Literacy without Borders
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Programme workshop</td>
<td>2</td>
</tr>
<tr>
<td>Programme Friday and Saturday</td>
<td>4</td>
</tr>
<tr>
<td>Keynotes</td>
<td>5</td>
</tr>
<tr>
<td>Paper presentations</td>
<td>11</td>
</tr>
<tr>
<td>Participants</td>
<td>14</td>
</tr>
</tbody>
</table>
Welcome to *Literacy without Borders*

Workshop at University of Gothenburg, Gothenburg, Sweden, 24-25/10, 2012
Faculty of Education, Pedagogen Hus A, Västra Hamngatan 25, Gothenburg

**Education** can be described as an everyday discursive practice in which language and **literacy** mediate learning across multiple contexts and communicative borders. The concept of literacy is usually described as the ability to read and write for knowledge and be able to think critically about the written word. The literacy abilities vary in different social and cultural contexts according to need and demand. It is no exaggeration though, that we today need an expanded understanding of what it means to learn across local and more global contexts as more and more people are moving between cultures and communities.

The *Literacy without Borders* workshop aims to examine research on literacy across different educational arenas in a broad understanding of the concept of literacy.

The workshop will focus on education and learning and forms and work of literacy from various theoretical and methodological perspectives. Senior and junior researchers, as well as doctoral students from South Africa and Sweden will contribute by keynotes and presentations to the literacy research field. Overall, the workshop is meant to promote a dialogue and a scholarly exchange between researchers, scholars, and postgraduate students from South Africa and Sweden working within relevant research fields.

Worshop in collaboration between

"The Global University", University of Gothenburg, Sweden, and
the National Doctoral School "Multilingualism, Literacy and Education", Centre for Research of Bilingualism, Stockholm University, Sweden.

www.ips.gu.se/literacy
**Programme Workshop** *Literacy without Borders*

**Wednesday October 24, 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30–10.00</td>
<td>COFFEE</td>
</tr>
</tbody>
</table>
| 10.00–10.15 | Welcome and introduction  
AK 2137  
"The Global University" FD Kerstin von Brömssen and Prof. Lars Gunnarsson  
The National Research School "Multilingualism, Literacy and Education", Prof. Kenneth Hyltenstam |
| 10.15–11.15 | Keynote 1  
AK 2137  
Prof. Hilary Janks: *Critical Literacy questions in teaching and research.* |
| 11.15–11.45 | COFFEE                                                                        |
| 11.45–12.45 | Keynote 2  
AK 2137  
Research fellow Caroline Kerfoot: *Game changers? Multilingual learners in a Cape Flats primary school.* |
| 12.45–14.00 | LUNCH                                                                        |
| 14.00–14.30 | Paper 1  
AK 2137  
FD Tore Otterup and Ph.D. Student Nokhanyo Mayaba: *Scientific Literacy – a comparative study of teaching science for second language learners in Port Elizabeth and Gothenburg.* |
| 14.30–15.00 | Paper 2  
AK 2137  
Ass.prof. Monica Axelsson: *From introductory to regular class – linguistic and social conditions for newly arrived students in Sweden.* |
| 15.00–15.30 | Paper 3  
AK 2137  
FD Lynn Webb: *Promoting literacy in multilingual classrooms: using cartoons as a resource to promote dialogue.* |
| 15.30–16.00 | COFFEE                                                                        |
| 16.00–17.00 | Keynote 3  
AK 2137  
Prof. Håkan Thörn: *Anti-Apartheid and the emergence of a global civil society.* |
| 17.00–17.30 | Parallell papersessions  
Room AK 2134  
*Chair:* FD Marie Carlson  
FD Qarin Franker: *Literacy in a Swedish and Nordic Perspective.*  
Room AK 2135  
*Chair:* Prof. Elisabet Öhrn  
FD Claes Olander: *Doing/making Scientific Literacy in a Swedish classroom.* |
| 17.30–18.00 |  
Prof. Bill Holderness: *Developing materials for early literacy: past and present experiences and approaches.*  
FD Logamurthie Athiemoolam: *Literacy challenges confronted by rural primary school teachers in the Eastern Cape.* |
| 19.00 | DINNER: Bistro Italiano, Övre Husargatan 5, Göteborg. |
### Thursday October 25, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30–10.30</td>
<td>Keynote 4&lt;br&gt;AK 2136&lt;br&gt;Prof. Paul Webb: <em>Crossing borders: Scientific literacy, general literacy and thinking.</em></td>
</tr>
<tr>
<td>10.30–11.00</td>
<td>COFFEE</td>
</tr>
<tr>
<td>11.00–12.00</td>
<td>Keynote 5&lt;br&gt;AK 2136&lt;br&gt;Prof. Christopher Stroud: <em>Remapping places of literacy.</em></td>
</tr>
<tr>
<td>12.00–13.00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13.00–14.00</td>
<td>Keynote 6&lt;br&gt;AK 2136&lt;br&gt;Ass. prof. Catherine Kell: <em>Rethinking literacy events and practices: Tracing trajectories across time and space.</em></td>
</tr>
<tr>
<td></td>
<td>Parallell papersessions</td>
</tr>
<tr>
<td>14.00–14.30</td>
<td>Room AK 2136&lt;br&gt;Chair: FD Natalia Ganuza&lt;br&gt;Ph.D. Student Jacqui Luck: <em>Disciplinary knowledge and academic literacy practices in higher education.</em></td>
</tr>
<tr>
<td></td>
<td>Room A1 136&lt;br&gt;Chair: Prof. Kenneth Hyltenstam&lt;br&gt;FD Frank Bach: <em>What is Scientific Literacy?</em></td>
</tr>
<tr>
<td>14.30–15.00</td>
<td>FD Berit Lundgren: <em>Once upon a time – aesthetic reading in Grade 8.</em></td>
</tr>
<tr>
<td>14.30–15.30</td>
<td>FD Les Meiring: <em>Teaching Science Literacy in the preservice class</em></td>
</tr>
<tr>
<td>15.00–15.30</td>
<td>COFFEE</td>
</tr>
<tr>
<td>15.30–16.00</td>
<td>Ph.D. Student Eileen Scheckle: <em>The Practice of Journal writing: Reading Club Reflections.</em></td>
</tr>
<tr>
<td></td>
<td>FD Laetitia Greyling: <em>Interventions focusing on improved reading abilities of learners G 5 – 7 learners in rural areas.</em></td>
</tr>
<tr>
<td>16.00–16.30</td>
<td>FD Kerstin von Brömssen: <em>Literacy, literacy...and religious literacy. What’s the contribution of the concept?</em></td>
</tr>
<tr>
<td></td>
<td>FD Michael Walls: <em>Framing the Israel/Palestine conflict in Swedish history school textbooks.</em></td>
</tr>
<tr>
<td>17.00–17.30</td>
<td>Closing session</td>
</tr>
<tr>
<td></td>
<td>DINNTER (separately)</td>
</tr>
</tbody>
</table>
Programme *Friday & Saturday*

**Friday, October 26, 2012**, Pedagogen Hus A, rum A 236
09.00–11.00 The National Research School/ Forskarskolan FLU: (inkl kaffe) Textseminarium
11.00–14.00 Ledningsgruppsmöte inkl lunch

**Friday, October 26, 2012 ”The Global University”**
09.00–12.30 Pedagogen Hus A, A1 136.
"New Ideas” Workshop... Evaluation of the workshop and discussions on the continuation of the project ”The Global University”.
All participants from the Swedish, as well as the South African side are most welcome!
12.30 Lunch

**Saturday October, 27, 2012 for ”The Global University”**
10.00–12.30 A guided city-tour in Gothenburg.
The minibus will pick up participants at Hotel Panorama.
Keynotes

Hilary Janks, Professor,
Applied English Language Studies,
University of Witswatersrand, Johannesburg, South Africa
hilary.janks@wits.ac.za
Title: Critical literacy questions in teaching and research
Abstract
I explore the relationship between language literacy and power in my interdependent model for critical literacy (Janks, 2010). Working from the standpoint that both oracy and literacy are social practices and that language when used is never neutral, a critical approach endeavours to understand the interests at play. Whose ways with words are privileged? Who speaks? Who is silent/silenced? Whose practices are included and whose are excluded? Who benefits from the ways in which texts are positioned? How does discourse produce us as particular kinds of human subjects? In this presentation I will use my interdependent model of critical literacy to inform how we use critical literacy questions in teaching and research that are underpinned by a social justice agenda.

Catherine Kell, Associate Professor
Department of Linguistics,
University of the Western Cape, South Africa
cathy.kell@gmail.com
Title: Rethinking literacy events and practices: Tracing trajectories across time and space
Abstract
New Literacy Studies has been through what have been called two ‘generations’ of theoretical development and empirical research, and is arguably in a current third phase or generation. In this paper I review the key theoretical moves made across these generational shifts and the conditions, studies and challenges which provoked them. These moves can be lined up with an emerging paradigm shift in sociolinguistics, from one of ‘language in place’ to one of ‘language in motion’, accompanied by calls for the spatialisation of sociolinguistics (Blommaert 2007) and the need for a theoretical apparatus that can address what has been called “superdiversity” (Blommaert and Rampton 2011).
Keynotes...

I assess where New Literacy Studies is positioned in relation to this paradigm shift, addressing areas where it was ahead of this shift and areas where it has been held back by its own theoretical framework. Through the lens of data from ethnographies that I have undertaken, and drawing on an approach I developed (Kell 2009, 2011) where meaning making trajectories are traced through recontextualisations, I examine the framework of literacy events and practices, problematise the centrality of ‘placedness’ and demonstrate how meaning making crosses borders and boundaries, and stretches across time and space.

References

Caroline Kerfoot, Research Fellow
Centre for Research on Bilingualism, Stockholm University, Sweden, and Extraordinary Senior Lecturer, Language Education Department, University of the Western Cape, South Africa.
caroline.kerfoot@biling.su.se

Title: Game changers? Multilingual learners in a Cape Flats primary school

Abstract

This paper engages with Bourdieu’s notion of field as a “space of play” (Bourdieu & Wacquant, 1992, p. 19) in which social agents struggle over the recognition and relative weight of different forms of capital. This paper explores what happens to the educational field, and the linguistic regimes operating within it, in a site in which “what was once thought of as separate -- identities, spaces, histories -- come together or find points of intersection in unexpected ways” (Nuttall, 2009, p. 10) and which, moreover, is characterised by high levels of flux at local, institutional and national scales. The context is a primary school in the largely poor and working class Cape Flats in Cape Town, South Africa, where new discourses and
practices of identity, language, class, ‘race’ and ethnicity become entangled with local economies of meaning. In such a situation the regulative principles of the field are not clear, and are constantly contested and renegotiated in classrooms, on playgrounds, and in staff rooms.

In this paper I draw on classroom and playground data from observations, interviews, and recorded peer interactions among grade 6 learners. I focus on the practices and interactions of multilingual 10-12 year olds, in whom, it could be argued, the *habitus* may be less sedimented than in adolescents and adults. I use the concepts of indexicality, polycentricity and scale to illuminate complex processes of identification and identity formation enacted in these practices and interactions. I use these findings to highlight the tensions between the dynamics of social production in everyday practices and a language-in-education policy based on essentialised understandings of ethnicity, ‘race’, and language.

At the same time, I hope to highlight the capacity of local actors to change, not only the rules of the game, but the game itself, and to delineate some of the skirmishes along scale and disciplinary borders that might reverse or secure this field-changing potential, in particular, for language and literacy education.

Methodologically the research is situated within Linguistic Ethnography which brings together Interactional Sociolinguistics (IS) and ethnography. IS enables a focus on face-to-face interactions in which there are considerable differences in participants’ forms of capital, and is therefore ideally suited to contexts in which the field of play is uneven and regularly disrupted. Ethnography has counterhegemonic potential which can help to destabilise conventional truths (Blommaert, 2006). Together these lenses enable an angle of vision which may help address persistent, linguistically structured inequalities.

References
Keynotes...

Christopher Stroud, Professor
Centre for Research on Bilingualism, Stockholm University, Stockholm, Sweden and Department of Linguistics, University of the Western Cape, South Africa
cstroud@uwc.ac.za, christopher.stroud@biling.su.se
Title: Remapping places of literacy

Abstract
‘Literacy without borders’ is an evocative metaphor that encourages us to think carefully about how texts travel, the surfaces they cross and the corridors they navigate, and the company of artefacts and people they keep as they move. It brings to mind how “all the world seems to be on the move” and that we need to replace a sedentary social science “that treats as normal stability, meaning and place, and treats as abnormal, change and placelessness” (Sheller and Urry, 2006: 208). In this paper, I therefore look into some senses in which texts can be understood to travel, and explore some concepts that have been developed to account for their trajectories, destinations and possibilities of settlement and uptake (e.g. scale, intertextuality, and affordance). I discuss one approach to understanding how texts travel, a material ethnography of language (Stroud and Mpendukana, 2009, 2010), that focuses on the material interaction of signs, inscriptions and bodies, how people interact with others through inscriptions, and how signs interact (dialogically) with each other (Scollon and Scollon, 2003: Stroud and Mpendukana, 2009; Stroud and Jegels, ftc). Central to such an account is a fluid construal of place and locality that propel, circumscribe, or constrain the mobility of texts and their people. Examples from studies of multilingual inscriptions in the township of Khayelitsha will be provided.

References
Stroud, Christopher and Jegels, Dimitri ftc. Semiotic landscapes and mobile narrations of place: performing the local. In International Journal of the Sociology of Language.
Håkan Thörn, Professor,
Department of Sociology and Work Science, University of Gothenburg,
Gothenburg, Sweden.
Hakan.Thorn@socav.gu.se
Title: Anti-Apartheid and the emergence of a global civil society
Abstract
The global anti-apartheid movement mobilised millions of people around the world. People living in various countries like Japan, Holland, India, Sweden, Guyana, Britain, Ghana, Jamaica, Cuba, New Zealand and the United States took part in transnational collective action in solidarity with the liberation struggle in South Africa. Given the number of people involved, as well as the geographical spread and the achievements of the movement, there is no doubt that it was one of the most influential social movements during the post-war era. Given the significance of this movement, the actual research that has been done on the global Anti-Apartheid movement has been meagre. Most research has focused on its national aspects, looking at the Australian, American or British anti-apartheid movement. Building on my book Anti-Apartheid and the Emergence of a Global Civil Society (Palgrave Macmillan 2006/2009), I argue that the movement most crucial aspects of this movement was its construction of transnational networks and forms of action. In the talk, I will discern the crucial forms of organisation, mobilisation and processes of identification that constituted anti-apartheid as a transnational social movement. In this historical context a new, global political space emerged, constituted by three interrelated phenomena that played a crucial role in facilitating global anti-apartheid action: a) the new media which creates new possibilities for global communication, the creation of b) transnational networks of individuals, groups and organisations, made possible not only through the new media, but also by face-to-face interaction facilitated by the new possibilities of travel. Not the least important, these networks must also be seen in the context of decolonisation and post-colonial migration and, c) the rise and consolidation of new “global” documents and institutions, predominantly Human Rights and the UN.
Keynotes...

Paul Webb, Professor
Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. Paul.Webb@nmmu.ac.za
Title: Crossing borders: Scientific literacy, general literacy and thinking
Abstract
This presentation explores current language-based research aimed at promoting scientific literacy, particularly where science teaching and learning take place in teachers’ and learners’ second language. Data which support the premise that promoting, reading, writing and talking while ‘doing science’ plays a vital role in the development of scientific and general literacy, as well as in terms of the thinking skills associated with problem solving, are highlighted. A wide range of studies suggest that, whether in homogenous or language diverse settings, science educators can make a significant contribution to both understanding science and promoting general literacy, as well as enhancing their students’ problem solving abilities.
Paper presentations

Abraham, Getahun, Senior Lecturer, Faculty of Education, Karlstad University, Sweden.
Title: Writing a thesis and then?
getahun.yacob-abraham@kau.se

Athiemoolam, Logamurthie, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Logamurthie.Athiemoolam@nmmu.ac.za
Title: Literacy challenges confronted by rural primary school teachers in the Eastern Cape.

Axelsson, Monica, Associate Professor, Department of Language Education, Stockholm University, Stockholm, Sweden
monica.axelsson@isd.su.se
Title: From introductory to regular class – linguistic and social conditions for newly arrived students in Sweden

Bach, Frank, Senior Lecturer, Department of Pedagogical, Curricular, and Professional Studies, University of Gothenburg, Gothenburg, Sweden.
frank.bach@ped.gu.se
Title: What is Scientific Literacy?

von Brömssen, Kerstin, Senior Lecturer, Department of Literature, History of Ideas and Religion, University of Gothenburg, Gothenburg, Sweden.
kerstin.vonbromssen@lir.gu.se
Title: Literacy, literacy...and religious literacy. What’s the contribution of the concept for Religious Education?

Franker, Qarin, Senior Lecturer, Department of Swedish, University of Gothenburg, Gothenburg, Sweden.
qarin.franker@svenska.gu.se
Title: Literacy in a Swedish and Nordic Perspective
Paper presentations...

**Greyling, Laetitia**, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Laetitia.Greyling@nmmu.ac.za
Title: *Interventions focussing on improved reading abilities of learners G 5–7 learners in rural areas*

**Holderness, Bill**, Professor, Department of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Bill.Holderness@nmmu.ac.za
Title: *Developing materials for early literacy: past and present experiences and approaches.*

**Lundgren, Berit**, Senior Lecturer, Department of Language, Umeå Universitet, Umeå, Sweden
berit.lundgren@sprak.umu.se
Title: *Once upon a time – aesthetic reading in Grade 8.*

**Lück, Jacqui**, Ph.D. Student, Department of Applied Language Studies, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Jacqui.Lück@nmmu.ac.za
Title: *Disciplinary knowledge and academic literacy practices in higher education.*

**Mayaba, Nokhanyo**, Researcher, Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Nokhanyo.Mayaba@nmmu.ac.za
Title: *Scientific Literacy – a comparative study of teaching science for second language learners in Port Elizabeth and Gothenburg.*

**Meiring, Les**, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Leslie.Meiring@nmmu.ac.za
Title: *Teaching Science Literacy in the preservice class.*

**Olander, Clas**, Senior Lecturer, Department of Pedagogical, Curricular, and Professional Studies, University of Gothenburg, Gothenburg, Sweden
clas.olander@ped.gu.se
Title: *Doing/making Scientific Literacy in a Swedish classroom.*
Otterup, Tore, Senior Lecturer, Department of Swedish, Institute for Swedish as a Second Language, University of Gothenburg, Gothenburg, Sweden
tore.otterup@svenska.gu.se
Title: Scientific Literacy – a comparative study of teaching science for second language learners in Port Elizabeth and Gothenburg.

Scheckle, Eileen, Ph.D.Student, Department of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Eileen.Scheckle@nmmu.ac.za
Title: The Practice of journal writing: Reading Club Reflections.

Walls, Michael, FD, School of Global Studies, University of Gothenburg, Gothenburg, Sweden.
michael.walls@globalstudies.gu.se
Title: Framing the Israel/Palestine conflict in Swedish history school textbooks.

Webb, Lyn, Senior Lecturer and Head of Program, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
lyn.webb@nmmu.ac.za
Title: Promoting literacy in multilingual classrooms: using cartoons as a resource to promote dialogue.
Participants

Abraham, Getahun, Senior Lecturer, Faculty of Education, Karlstad University, Karlstad, Sweden.
getahun.yacob-abraham@kau.se

Ahlgren, Katrin, PhD student, Department of Education, Stockholm University, Stockholm, Sweden
katrin.ahlgren@isd.su.se

Athiemoolam, Logamurthie, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Logamurthie.Athiemoolam@nmmu.ac.za

Bach, Frank, Senior Lecturer, Department of Pedagogical, Curriculur, and Professional Studies, University of Gothenburg, Gothenburg, Sweden
frank.bach@ped.gu.se

Bernhardsson, Peter, PhD student, Department of Education, Culture and Media, Uppsala University, Uppsala, Sweden
peter.bernhardsson@edu.uu.se

von Brömssen, Kerstin, Senior Lecturer, Department of Literature, History of Ideas and Religion, University of Gothenburg, Gothenburg, Sweden
kerstin.vonbromssen@lir.gu.se

Carlson, Marie, Associate Professor, Senior Lecturer, Department of Sociology and Work Science, University of Gothenburg, Gothenburg, Sweden
marie.carlson@socav.gu.se

Franker, Qarin, Senior Lecturer, Department of Swedish, University of Gothenburg, Gothenburg, Sweden.
qarin.franker@svenska.gu.se

Ganuza, Natalia, Senior Lecturer, Centre for Research on Bilingualism, Stockholm University, Stockholm, Sweden
natalia.ganuza@biling.su.se

Greyling, Laetitia, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Laetitia.Greyling@nmmu.ac.za

Gunnarsson, Lars, Professor, Department of Education and Special Education, University of Gothenburg, Gothenburg, Sweden
lars.gunnarsson@ped.gu.se
Hansson, Åse, Senior Lecturer, Department of Pedagogical, Curricular, and Professional Studies, University of Gothenburg, Gothenburg, Sweden
ase.hansson@ped.gu.se

Holderness, Bill, Professor, Department of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Bill.Holderness@nmmu.ac.za

Hyltenstam, Kenneth, Professor, Director of the Centre for Research on Bilingualism, Stockholm University, Stockholm, Sweden. Director of the research and postgraduate school.
kenneth.hyltenstam@biling.su.se

Janks, Hilary, Professor, Department of Applied English Language Studies, University of Witswatersrand, Johannesburg, South Africa.
hilary.janks@wits.ac.za

Kell, Catherine, Associate Professor, Department of Linguistics, University of the Western Cape, South Africa.
cathy.kell@gmail.com

Kittelmann Flensner, Karin, Ph.D. Student, Department of Literature, History of Ideas and Religion, University of Gothenburg, Gothenburg, Sweden.
karin.kittelmann.flensner@gu.se

Lassbo, Göran, Professor, University West, Trollhättan, Sweden
goran.lassbo@ped.gu.se

Lindberg, Inger, Professor, Department of Language Education, Stockholm University, Stockholm, Sweden
inger.lindberg@isd.su.se

Lindgren, Ann-Charlotte, Lecturer, Department of Education and Special Education, University of Gothenburg, Gothenburg, Sweden
ann-charlotte.lindgren@ped.gu.se

Lundgren, Berit, Senior Lecturer, Department of Language, Umeå Universitet, Umeå, Sweden
berit.lundgren@sprak.umu.se

Lück, Jacqui, Ph.D. Student, Department of Applied Language Studies, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Jacqui.Lück@nmmu.ac.za
Participants...

**Meiring, Les**, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
Leslie.Meiring@nmmu.ac.za

**Nordenstam, Anna**, Associate professor, Department of Literature, History of Ideas and Religion, University of Gothenburg, Gothenburg, Sweden
anna.nordenstam@lit.gu.se

**Olander, Clas**, Senior Lecturer, Department of Pedagogical, Curriculum, and Professional Studies, University of Gothenburg, Gothenburg, Sweden
clas.olander@ped.gu.se

**Risenfors, Signild**, Senior Lecturer, University West, Trollhättan/ Department of Literature, History of Ideas and Religion, University of Gothenburg, Gothenburg, Sweden
signild.risenfors@hv.se

**Stroud, Christopher**, Professor, Centre for Research on Bilingualism, Stockholm University, Stockholm, Sweden and University of the Western Cape, South Africa
cstroud@uwc.ac.za, christopher.stroud@biling.su.se

**Thörn, Håkan**, Professor, Department of Sociology and Work Science, University of Gothenburg, Gothenburg, Sweden
hakan.thorn@socav.gu.se

**Walls, Michael**, Senior Lecturer, School of Global Studies, University of Gothenburg, Gothenburg, Sweden.
michael.walls@globalstudies.gu.se

**Webb, Lyn**, Senior Lecturer, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
lyn.webb@nmmu.ac.za

**Webb, Paul**, Professor, Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
paul.webb@nmmu.ac.za

**Öhrn, Elisabet**, Professor, Department of Education and Special Education, University of Gothenburg, Gothenburg, Sweden.
Elisabet.Ohrn@ped.gu.se