

Annual report for
English Education
Scholars Sweden
(EESS)
2024/2025



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Contributors: Amanda Hoskins, Elin Nylander, and Vi Thanh Son

Do you want to contribute to the next annual report? Please contact Jenny Bergström
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Letter from the Executive Group

Dear EESS member,

This is the first annual report from the national research network *English Education Scholars Sweden (EESS)*. The network was founded at the Swedish association for Applied Linguistics (ASLA) conference in Falun in April 2024. Over the past year, the network has grown rapidly and now includes more than 80 members! As a result of the colloquium in Falun a special issue will be published in *The Nordic Journal of English Studies* with the theme "Changing English in a Changing World". Editors: Jenny Bergström, Marie Källkvist, Alastair Henry, and Elin Nylander. In May, we received the first drafts. The articles are currently under review, and we look forward to receiving the final submissions in November 2025.

In April 2025, members of the network gathered at the National Forum for English Studies in Lund. The Executive Group organised a colloquium devoted to the development of communicative competence in English. Also, a workshop on literature education was arranged by two EESS members: Katherina Dodou (University of Oslo) and Anette Svensson (Lund University). We ended one of the conference days with a network meeting where we exchanged perspectives and ideas over dinner. Our goal is for members of EESS to once a year in connection with the conferences ASLA (next time hosted by Umeå university in 7-8 May 2026) and National Forum for English Studies (next time in 2027).

November 2025 marks the start of the EESS webinar series. Invited speakers include Anette Svensson, Joseph Siegel, and Pia Sundqvist. We plan to organize webinars once per semester. If you have questions or want to contribute to the webinars please contact our webinar coordinator Katherina Dodou (katherina.dodou@ils.uio.no).

As the Executive Group, we express our sincere gratitude for your support as EESS members during this academic year. Please see below a summary of key activities, as well as interviews with some of the researchers from the network.

Kind regards,

Denise Bergström, Jenny Bergström, Katherina Dodou, Marie Källkvist, Elin Nylander, Pia Sundqvist, and Per Wennlund

The Launch of English Education Scholars Sweden

By Jenny Bergström

The network English Education Scholars Sweden (EESS) is a network for researchers and teachers in English Education. In 2023, Marie Källkvist, Jenny Bergström, and Elin Nylander decided to initiate the network. "We felt the need for a community where we could discuss and develop English Education in Sweden" says Marie Källkvist.

The network was officially launched at the ASLA symposium 2024 held at Dalarna University on April 18-19. Thanks to a generous contribution from the Riksbankens Jubileumsfond, the panel "Changing English in a Changing World" was able to gather researchers from all over Sweden, with an additional contribution from Norway. After the symposium a first network meeting was held, and an executive group was formed. The network is organized as a special interest group within ASLA (The Swedish association for Applied Linguistics) <https://asla.se/forskning/sprakdidaktik-engelska/>

Chair: Marie Källkvist (Linnæus University, Lund University)

Vice chair: Pia Sundqvist (University of Oslo)

Members: Denise Bergström (Luleå University), Jenny Bergström (Umeå University), Katherina Dodou (University of Oslo), Elin Nylander (Lund University), and Per Wennlund (Stockholm University)

Colloquium programme for Changing English in a Changing World

Alastair Henry - When learning English is a multi-centred activity: Self-appraisal as a regulatory support

Andrea Schalley, Marika Kjellén, Marie Tåqvist, Ann Jamt, Kajsa Krigström, Åsa Lindström, Susanne Malmberg Olsson, Michael Österman & Daniel Östlund - Predictors of student proficiency levels: A quantitative analysis

Jenny Bergström - Language education in the periphery of the Swedish school: The case of English at The Language Introduction Program

Liss Kerstin Sylvé & Pia Williams - English among 3-7-year-olds in Sweden

Marie Källkvist, Henrik Gyllstad, Erica Sandlund & Pia Sundqvist - A best practice in lower-secondary school? A nexus analysis of a lead EFL teacher's translanguaging practices

Parvin Gheitasi & BethAnne Paulsrud - Pre-service English teachers' understanding of the increasing diversity in the Swedish primary classroom

Pia Sundqvist & Nasrin Ulfat - Another STAGE for learning: Starting age of formal instruction, extramural English, and L2 English proficiency levels

Discussants - Ulrikke Rindal, Per Wennlund, and Päivi Juvonen



NJES

Nordic Journal of English Studies

As a result of the launch of EESS and the presentations of the colloquium a special issue in *The Nordic Journal of English Studies* will be published in 2026.

Members of EESS

The publishing group reached out to a number of EESS members for a short interview to give an insight into the breadth of the ongoing research concerning English education.

By Jenny Bergström, Elin Nylander, and Vi Thanh Son

BethAnne Paulsrud

I teach in the Department of Teaching and Learning at Stockholm University, where I am senior lecturer of English language education and associate professor of English applied linguistics (*docent*). I teach mainly on courses in English language learning and teaching for pre-service primary school teachers (Years F-3 and Years 4-6) but also supervise theses in teacher education and conduct teacher practicum visits, in addition to conducting research.



What is your research about?

My present research focuses on three ongoing projects: 1) Attitudes, beliefs, and knowledge (ABK) about multilingualism, a large-scale study with researchers from eight countries focusing on pre-primary and primary school teachers; 2) Pre-service teacher education in English in Sweden, with Parvin Gheitasi (DU); and 3) English-medium instruction (EMI) marketing and motives. I am particularly interested in the intersections in policy levels, especially how individuals perceive ideological and implementational spaces for language use in official and de facto macro and micro policies.

What do you think the contribution of EESS may be to the field of education?

EESS was such a welcome initiative in the field of English language education in Sweden! As both a researcher and a teacher educator, I hope that EESS will be a forum for the exchange of innovative ideas and empirically based best practices. As EESS may afford future research collaborations as we network with others in the field more regularly, I believe EESS has the potential to make the research field of English language education more dynamic.

Selected recent publications:

Paulsrud, B., & Cunningham, U. (2025). Parental motives in English-medium school choice in Sweden: Linguistic aspirations and imagined outcomes. In M. Gu, A. Liu, & C. Huang, (Eds.) *Re-envisioning English-medium instruction in K-12 schools: Policy, research and practice*. Springer. [link](#)

Paulsrud, B., & Gheitasi, P. (2024). Embracing linguistic diversity: Pre-service teachers' lesson planning for English language learning in Sweden. *Education Sciences*, 14(12). <https://doi.org/10.3390/educsci14121326>

Paulsrud, B., Juvonen, P., & Schalley, A.C. (2023). Attitudes and beliefs on multilingualism in education: Voices from Sweden. *International Journal of Multilingualism*, 20(1), 68–85.
<https://doi.org/10.1080/14790718.2022.2153851>

Three co-edited books:

Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å. (Eds.). (2017). *New perspectives on translanguaging and education*. Multilingual Matters. [link](#)

Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å. (Eds.). (2018). *Transspråkande i svenska utbildningssammanhang*. Studentlitteratur. [link](#)

Paulsrud, B., Tian, Z., & Toth, J. (Eds.). (2021). *English-medium instruction and translanguaging*. Multilingual Matters. [link](#)

[Link to my profile page at SU](#)

Christian Holmberg Sjöling

I am currently a 4th year PhD student at Luleå University of Technology where I'm working on a compilation thesis that I will defend in autumn 2026.

My research revolves around the application of quantitative methods to promote language learning, teaching, and assessment. Specifically, I use an array of methodologies from corpus linguistics and learner corpus linguistics to study the relation between different linguistic features, e.g., vocabulary, grammar, accuracy, and cohesion, and grading of the written part of the national tests of English in Swedish upper secondary school. So far, the findings seem to suggest that there is a discrepancy between the expectations of the Swedish National Agency for Education, test constructors, curriculum developers, and teachers. This discrepancy may be cause for concern. And in the thesis, I attempt to outline how we can use knowledge from corpus linguistics in the Swedish educational system to design curriculums, course plans, teaching materials and tests that are more empirically grounded than they are today.



Interested in knowing more about Christian's publications?

Holmberg Sjöling, C. (2025). The effect of lexical complexity on grading of Swedish EFL learners' texts during high-stakes exams. *International Journal of Learner Corpus Research*.

<https://doi.org/10.1075/ijlcr.23038.hol?locatt=mode:legacy>

Holmberg Sjöling, C. (2023). A longitudinal study of Swedish upper secondary school students' vocabulary development. *Nordic Journal of English Studies*, 22(2), 59–80. <https://doi.org/10.35360/njes.717>

Holmberg Sjöling, C. (2025). "Endast i skolan är det kontroversiellt att börja med det grundläggande." <https://www.vilarare.se/nyheter/vi-larare-debatt/replik-bara-inom-skolan-ar-det-kontroversiellt-att-borja-med-det-grundlaggande/>

Joyce Kling

I am an associate professor at Lund University in the Department of English at the Centre for Language and Literature, The Joint Faculties of Humanities and Theology. I work primarily in the English teacher education program. My teaching includes courses in applied linguistics, as well as supervision of BA projects and MA theses, not to mention VFU examination. Additionally, I am the co-coordinator of the Teacher Education program.



What is your research about?

My general research interests are in the area of integration of content and language. More specifically, I focus on English-medium instruction (EMI) and content and language integrated learning (CLIL) and the international classroom, as well as language assessment and language teacher leadership and administration.

Currently, I am involved in a transnational research project based out of the University of Copenhagen entitled [*Toward a new model of communicative competence in multilingual higher education \(MCC\)*](#). Current research indicates that existing models of communicative competence (CC) do not adequately represent communicative practices in multilingual contexts. This is particularly important for applied linguistic research and professional work in linguistically diverse higher

education settings, such as EMI programs in regions where English is not the dominant language. The project aims to expand and refine CC models to account for multilingual mediation in communication, using cross-cultural comparative ethnography to enhance current theoretical frameworks. In MCC, we are analyzing EMI language use in one academic discipline across three universities, focusing on contextual variations and comparable factors like communication norms, English proficiency, and national language policies for higher education in Denmark, Austria, and Sweden.

What do you think the contribution of EESS may be to the field of education?

Having only started working in Sweden in 2022, I find that being a part of a professional network such as EESS provides me extensive opportunities to learn about language teaching practices and current research across the country. EESS offers members the chance to network with key figures in research and teaching of English with an applied linguistics focus. The association provides a necessary platform to knowledge sharing, professional support, and increased dissemination of current research. Additionally, an organization such as EESS offers access to professional support within our community.

Selected recent publications:

- Kling, J., & Juul, S. (2025). Tension-filled English at the multilingual university: A Bakhtinian perspective. *Journal of English for Academic Purposes*, 73, Article 101397. <https://doi.org/10.1016/j.jeap.2024.101397>
- Dimova, S., & Kling, J. (2022). Emerging assessment needs and solutions in EMI in higher education: Introduction. *Journal of English-Medium Instruction*, 1(2) 137–152. <https://doi.org/10.1075/jemi.00002.edi>
- Dimova, S., & Kling, J. (2022). Lærerkognition i sprogevaluering [Teacher cognition about language assessment]. *Sprogforum. Tidsskrift for Sprog- og Kulturpædagogik*, 27(75). <https://doi.org/10.7146/spr.v28i75.136080>
- Dimova, S., & Kling, J., (2022). Bottom-up implementering af den fælles europæiske referenceramme i Danmark [Bottom-up implementation of the Common European Framework of Reference in Denmark]. *Sprogforum. Tidsskrift for Sprog- og Kulturpædagogik*, 27(75). <https://doi.org/10.7146/spr.v28i75.136073>

Monographs and edited volumes:

- Dimova, S., Kling, J., & Drljača Margić, B. (2023). *EMI classroom communication: A corpus-based approach*. Routledge.

Molino, A., Dimova, D., Kling, J., & Larsen, S. (2022). *The evolution of EMI research in European higher education*. Routledge.

Dimova, S., & Kling, J. (Eds). (2022). *Journal of English-Medium Instruction, [Special Issue] 1(2)*. <https://doi.org/10.1075/jemi.1.2>

Vi Thanh Son

Dr. Vi Thanh Son is a senior lecturer at the Department of Education and Special Education at the University of Gothenburg. With a broad teaching portfolio, she is actively involved in training future teachers at all levels. Her courses currently span English linguistics, didactics, steering documents, assessment and grading, as well as assessment of student teachers during their school-based training (VFU). She also teaches and supervises in the International Master's Programme in Educational Research.



Rooted in the field of applied linguistics and guided by a strong interdisciplinary orientation, Dr. Son's research focuses on second language learning and its implications for effective language teaching in diverse contexts. Her work spans the acquisition of English morphosyntax, form-focused instruction, language assessment, textbook analysis, the use of corpora and ICT in language learning and teaching, English as an international language, TESOL and multilingual and multicultural classrooms.

Dr. Son is an active member of several research environments at the university and within the department, including *Language Learning and Language Teaching*, the departmental research group on *AI in Education*, the *Language Learning, Teaching and Assessment* environment, and the *Language Pedagogy Collegium*.

Dr. Son is involved in the EESS publication group, where she supports collaborative knowledge sharing across networks.

Link: <https://www.gu.se/en/about/find-staff/vithanhson>

A Research Project

Members of EESS are involved in several interesting research projects. The publishing group contacted Erica Sandlund for a short interview about her current research project focusing on interactional competence in L2 language education.

Tell-ability: Storytelling as a life skill and interactional competence in L2 language education

Erica Sandlund. Professor of English Linguistics, Karlstad University



By Amanda Hoskins

In her research, Erica Sandlund applies ethnomethodological conversation analysis to examine language in social interaction and how social actions are accomplished and organised. Focusing primarily on institutional talk, Erica's past and current research interest spans across a wide range of settings including workplace interaction (e.g. organisational meetings) and learning environments (e.g. language classrooms).

In one of her current research projects, Tell-ability (funded by the Swedish Research Council), the focus is on oral storytelling in L2 language education in Swedish secondary school – centring on Swedish as a second language and English as a foreign language. The ability to tell stories orally can arguably be perceived as an important life skill central to many of our experiences in human life; yet research on its practices and potential in language education is scarce, especially within L2 language settings. Thus, the Tell-ability project aims to contribute with more knowledge pertaining to oral storytelling as a narrative competence in social interaction, and its potential and relevance for the practice of L2 proficiency and interactional competence. That is, narrative competence in this context is viewed as something achieved collaboratively and part of one's ability to interact competently.

Erica and the research team, consisting of faculty members at Karlstad University (Birgitta Ljung Egeland, Christina Olin-Scheller and project assistant Stina Lindgren) and Linköping University (Silvia Kunitz), have designed their project in three work packages encompassing data from both teachers and students. The first part includes teacher focus group interviews with the main interest being teachers' experiences of and perspectives on oral storytelling. Students' own experiences of oral storytelling are dealt with in the second stage through the collection of learner life-story interviews. In addition, this part also consists of post-intervention data (interviews and surveys) of the students' experience of participating in the intervention. The third and final part of the

study comprises the intervention, where four narrative tasks have been designed and implemented in second language classrooms. The data for this part consist of video recordings of task implementation in the classroom where students in pairs or groups of three worked with the different tasks. This data has been analysed using conversation analysis in order to explore the students' interactions and task management. As a whole, the data from all three parts of the study together contribute to the aim of the project, which on the one hand is to explore what students perceive as tellable, and, on the other hand what kind of telling abilities are needed in a second language.

The project is currently in its third year, and the research team is working with data analysis. Erica and the research team have begun disseminating their work in conference presentations and manuscripts for journals. One of the end goals of the project is to contribute to second language pedagogy for teachers by providing materials and tools that can be used in the classroom to target oral proficiency in a broad sense, but also more focused on storytelling and narrative competence. At the end of the project, this material will be readily available to teachers through an online resource page. In the meantime, more information about the project and connected publications can be found on [the project webpage](#).

Selected recent publications:

Sundqvist, P., Gyllstad, H., Källkvist, M., & Sandlund, E. (2025). Teachers' reported beliefs and practices about multilingualism: A questionnaire study among secondary-school L2 English teachers in Sweden. *International Journal of Multilingualism*, 1–22. <https://doi.org/10.1080/14790718.2025.2470466>

Sandlund, E. (2022). Telling in a Test: Storytelling and task accomplishment in L2 oral proficiency assessment. In Filipi, A., Ta, B. T. & Theobald, M. (Eds). *Storytelling Practices in Home and Educational Contexts: Perspectives from Conversation Analysis* (pp.175-200). Springer. https://link.springer.com/chapter/10.1007/978-981-16-9955-9_10

Källkvist, M., Sandlund, E., Sundqvist, P. & Gyllstad, H. (2022). Interaction in the multilingual classroom. In Kecskes, I. (ed). *The Cambridge Handbook of Intercultural Pragmatics* (pp. 836-838). Cambridge University Press.

Monographs and edited volumes:

Sundqvist, P. & Sandlund, E. (2024). *Testing Talk. Ways to assess second language oral proficiency*. Bloomsbury Academic.

Sundqvist, P., Sandlund, E., Källkvist, M., & Gyllstad, H. (Eds.). (2022). Language practices in English classrooms – from primary school to higher education [Special issue]. *Languages* 7(4), 291. https://www.mdpi.com/journal/languages/special_issues/language_practices



A PhD Project

Exploring the design and accomplishment of interactive speaking tasks in the EFL classroom

Amanda Hoskins (Linköping University)

My PhD project investigates the design of speaking tasks and the role of teaching materials in EFL students' dyadic interactions. By analysing audio and video recordings of English 5 students' task-based interactions through a multimodal conversation analytical lens, I explore how they 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, lists and actual material objects, in addition to task instructions, and how these are used to accomplish the speaking tasks.

I first became interested in exploring the design of speaking tasks in 2019 when I was working as a teacher of English and Spanish and joined a collaborative research project carried out within Stockholm Teaching & Learning Studies (STLS) by one of its networks, English and foreign languages. The project, 'From Monologues to Dialogues', was a collaborative classroom study conducted by researchers and language teachers. The starting point of the project was to address a pedagogical practice-based problem frequently seen in the L2 classroom, where students in their interactions sometimes produce question-response sequences with few signs of active listenership or engagement with prior talk uttered by the co-participant; that is, they interact in an interview-like fashion that resembles parallel monologues (see Galaczi, 2008; 2014). I had observed this issue in my own classroom and wanted to explore ways to work with students' abilities to interact with each other; i.e., find ways to foster their interactional competence (IC).

Findings from the early stages of the project suggested that the issue was connected to task design (see Berggren et al., 2019; Kunitz et al., 2022). Thus, when I joined the project in its final phase, the aim was to investigate how to design classroom tasks that elicit oral interaction in the target language. At this stage of the project, numerous speaking tasks had been created, implemented and revised through iterative cycles in both primary and secondary school, focusing on languages such as English, Spanish and French (see Berggren et al, 2023 for a detailed description). As a result, a blueprint

for open-ended, problem-based tasks was produced by manipulating the task design features listed by Ellis (2003; see Berggren et al., 2023). During my time in the project, I was working as an English teacher at an upper secondary school; thus, I joined as one of the teachers focusing on English 5. We designed a speaking task based on the project blueprint and analysed the students' task-based interactions using conversation analysis. Similar to previous tasks designed using the same blueprint, our analyses showed that the students' interactions were co-constructed and collaborative as they engaged in the task (see Berggren et al., 2023).

This project made me aware of certain features of task design that I wanted to further explore, which is what I am currently doing as part of my doctoral project. While my broader aim is to investigate how tasks can be designed in ways that provide students with opportunities to practice their oral proficiency, especially their IC, I am particularly interested in the affordances provided by the task input (pedagogical material artefacts) in students' task-based interaction (for research on materials use, see Guerrettaz et al., 2022; Mathieu et al., 2021). To explore this, I have designed open-ended, problem-based speaking tasks based on the blueprint previously mentioned. Three versions of the same task have been created, where the difference lies in the type of materials used in the task input (pictures, material objects or a list of items) in order to compare how differences in the materiality of these elements might impact the students' ongoing task-based interaction in different ways. The tasks were implemented in the English 5 classroom and conducted in pairs. The data comprises 44 task-based interactions (88 students), amounting to approximately 10 hours of video-recorded data. By applying a multimodal conversation analytic lens (Hutchby & Wooffitt, 2008), I analyse talk and embodied actions produced by the students as they accomplish the speaking tasks. This allows me to conduct fine-grained, systematic and sequential analyses of how the students make sense of the ongoing interaction.

I am currently in my fourth year and working on my second and third articles. Inevitably, this involves multiple viewings of the data and a great deal of transcribing! To some, this might not sound too appealing, but I can assure you that I am enjoying the process. It is amazing to see what the students can do with their English and other available resources as they work on the tasks. From a design perspective, it is also interesting to see how the students interpret each task and its input, giving plenty of food for thought regarding task design. Some early findings from the project have been addressed in my first article, co-authored with Silvia Kunitz (Kunitz & Hoskins, under review). There, we focus on the affordances of pictures in one of the tasks and show how the students orient to the visual appearance of what is illustrated in the pictures. With my research, I hope to be able to shed more light on how the design of speaking tasks may affect students' interactions and how certain interactional skills may be fostered through the tasks.

References

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- Berggren, J., Kunitz, S., Haglind, M., Hoskins, A., Löfquist, A., & Robertson, H. (2023). Combining theory and practice: Findings from a collaborative project on oral task design. In G. Erickson, C. Bardel, & D. Little (Eds.), *Collaborative research in language education research: Reciprocal benefits and challenges* (pp. 11-28). De Gruyter Mouton.
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- Kunitz, S., Berggren, J., Haglind, M., & Löfquist, A. (2022). Getting students to talk: A practice-based study on the design and implementation of problem-solving tasks in the EFL classroom. *Languages* 7(2), 75, 1-22. <https://doi.org/10.3390/languages7020075>
- Kunitz, S., & Hoskins, A. (under review). “Are you sure it’s a boomerang?”: A conversation analytic study of the affordances of pictures for task-based interaction.
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- Mathieu, C.S., Marcos Miguel, N., & Jakonen, T. (2021) Introduction: Classroom discourse at the intersection of language education and materiality. *Classroom Discourse*, 12 (1-2), 1-14. <https://doi.org/10.1080/19463014.2020.1870151>

A New Thesis

Pär Sehlström



Upper secondary school students need to develop their reading and writing skills to succeed in school, communicate with others, and participate in work and social life today and in the future. A complete upper secondary school diploma has increased in importance and is often a requirement not only for higher education, but also for employment in most areas. This also applies to manual and mechanical professions that previously had low theoretical knowledge requirements but today require higher theoretical competence (Roe, 2014). According to the Swedish National Agency for Education (SNAE, 2020), 28% of students did not graduate from upper secondary school in 2020.

Reading and writing are often integrated into many activities in most school subjects. Reading allows students to acquire, process, and reflect on knowledge individually or in groups, thereby integrating the new with existing knowledge. Writing competence in school is fundamental for organising, sharing, and presenting knowledge in almost all subjects (Graham et al., 2020).

My thesis focuses on the role reading, reading difficulties, and writing may play in school results, as well as on the connection between reading and writing – and more precisely which aspects of written text quality in L1 (Swedish) and L2 (English) can be challenging for students with reading difficulties in upper secondary school. Little is known about these areas (Preiss et al., 2013; Wengelin et al., 2014). Since both competence and confidence may play a role in text quality, self-assessed writing competence ("self-efficacy for writing") in L1/ L2 is examined.

A salient finding is that reading ability and writing performance significantly impact students' educational attainment. Of the two literacy skills, writing played the most critical role (Study 1). Moreover, Study 2 shows that the group of students with a combination of reading difficulties (weak word recognition and/or weak reading comprehension) and only one year of study in Swedish and English are at the highest risk of low educational attainment in Swedish, English, social studies, and history. However, reading difficulties do not seem to take the same toll on the educational attainment of students with reading difficulties if they have studied Swedish and English for two years in upper secondary school. Another important result is that reading ability in L1 (Swedish) can affect writing in L1 (Swedish) and L2 (English). Here too, the group of students with reading difficulties in Swedish and one year of study in Swedish and English had the lowest quality in written text in Swedish and English (Study 3). However,

it should be noted that the outcome shows that argumentative writing is a challenge for many upper secondary schoolers, regardless of reading ability. For students with reading difficulties in Swedish, argumentative writing in Swedish, and especially in English, seems to be a challenge, particularly in cohesion (sentence combining, linking words), grammar, and spelling (Study 4). The results of Study 3 also show that there is a reciprocal relationship between text quality and self-efficacy for writing and that writing competence and confidence go hand in hand.

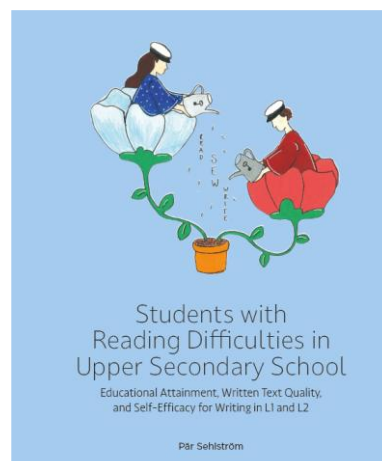
Finally, my thesis theoretically contributes with an important and evidence-based piece to the overall puzzle of theory formation in L2 writing. Unlike L1 writing, which has several coherent models and constructs for different parts of writing, there is a dearth of a predictive and coherent construct for L2 writing (Grabe, 2001). A viable path could be to develop descriptive models with large data sets for L2 writing that specify the writing context and conditions as well as possible. These can then form the basis for more well-developed theories for L2 writing, which could further enhance L2 writing instruction. By using Hayes and Berninger's (2014) model as a starting point, my thesis contributes to this. In other words, my contribution has been to explore how reading and reading ability in L1 (Swedish) can be a resource for L2 writing (English) and how limitations in this reading resource can affect the quality of L2 writing.

My thesis has a bearing on education and instruction by shedding light on the importance of writing skills and reading ability for educational attainment, the connection between reading and writing, and the dual challenge that students with reading difficulties may face in their schoolwork – the challenge with both reading and writing – two critical tools for learning.

With respect to pedagogical implications, my findings suggest that writing and reading should be included in the teaching of most upper secondary school subjects for better educational attainment. All upper secondary school teachers are crucial agents in such a process, but this requires coherent education when it comes to writing and reading – especially within the framework of the various subjects. In the same vein, it would be fruitful to include writing more explicitly in the curriculum and course objectives in upper secondary school subjects (cf. Malmström, 2017). It would also be beneficial if teacher students received more explicit training in reading instruction and, above all, in writing instruction, aside from including writing more explicitly in the course objectives at teacher training colleges (cf. Winzell, 2018). The findings underscore the need for support and special education assistance not only in Swedish (L1) but also in English (L2) for students with reading difficulties. Since the most vulnerable group turned out to be vocational students with reading difficulties – i.e., students with only one year of study in Swedish and English – it would be useful to give coherent form to their writing instruction. For example, students with reading difficulties should get support in overall text organisation (coherence) and language support in spelling, grammar, and cohesion

(e.g., linking words). In addition, such instruction could focus on generic aspects of writing, as well as how to integrate assistive technology and AI constructively into writing. Moreover, it would also be fruitful (and motivating) to integrate writing that focuses on students' specific vocational programmes with authentic writing tasks. Support should also include aspects of self-assessed writing ability, which in turn can contribute to students' own metalanguage regarding their challenges in writing. In other words, it is about helping students to articulate their thoughts about their own writing. This information can then be used by teachers for feedback and, perhaps more importantly, forward-looking feedforward.

[Students with reading difficulties in upper secondary school: educational attainment, written text quality, and self-efficacy for writing in L1 and L2](#)



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The 13th National Forum for English Studies – *The Future In and Of English Studies*

By Amanda Hoskins

Photo: Marie Källkvist

At the beginning of April, the 13th National Forum for English Studies was hosted by the Centre for Languages and Literature, Lund University.



Over the course of three days, scholars, doctoral students and educators from various parts of Sweden and afar came together to engage in presentations and discussions on topics relevant to the field of English studies. Offering a rich program of keynote talks, paper presentations, workshops and thematic discussion sessions, many ongoing research topics were covered, especially in connection with the theme of the conference - *The Future In and Of English Studies*.

Especially exciting for EESS were the two special sessions organised by fellow members. Firstly, a workshop focusing on literature education in English as a second language or additional language. Secondly, a colloquium on developing communicative competence with one plenary talk and five paper presentations, all of which explored different ways of teaching and working with students' communicative competence in English. It was gratifying to see how well-attended these sessions were!



Following the success at the previous National Forum at Mälardalen University in 2023, doctoral students were again given the opportunity to present their projects and receive feedback during a tailored session. This session, and the conference as a whole, functioned as a platform for dialogue and stimulated several points of reflection and offered a brief glimpse of the research that is currently being conducted.

Up-coming: EESS webinar on The Future of Research on English Education

Save the date!

As part of our extended activities, the EESS executive group plans to initiate a webinar series where we invite researchers in our field to discuss various aspects of English education research. We launch our webinar series with a discussion panel 21st November 2025.

English Education Scholars Sweden cordially invite you to an online panel discussion with **Anette Svensson** (Professor of Comparative Literature with specialization in Literature Education, Lund University), **Joseph Siegel** (Professor of English with specialization in Applied Linguistics and Education, Stockholm University, and **Pia Sundqvist** (Professor of English Didactics, University of Oslo) on the topic:

The future of research on English education

When: 21 November 10.15-11.45

Where: Zoom (link TBA)

We look forward to seeing you online!

If you have any questions, please contact: Katherina Dodou katherina.dodou@ils.uio.no

Up-coming: ASLA 2026 in Umeå

ASLA 2026 will be hosted by the Department of Language Studies at Umeå University. The EESS is a special interest group (SIG) within ASLA and the network is planning to arrange a colloquium or panel at the conference. More information will be presented after summer.



Date: 7-8 May 2026

Theme: The Role of Language in Challenging Times: Minority, Majority and Educational perspectives (Språkets roll i en utmanande tid: minoritets-, majoritets- och utbildningsperspektiv).

Conference webbsite: <https://www.umu.se/en/department-of-language-studies/research/conferences-and-symposia/asla2026/>

Submission of abstracts open: 15 June 2025 - 1 October 2025

Contact for ASLA 2026: asla2026@umu.se

See you in Umeå 2026!



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