

About the Contributors

JENNY BERGSTRÖM is a Research Coordinator at Uppsala University, where she plans, leads, and evaluates collaboration and professional development projects in the field of English. Her research focuses on English language teaching and learning within the Language Introduction Program as well as in knowledge-heterogeneous classrooms. Bergström's research interests include language teaching and learning, educational equity, power, language ideologies, multilingualism, and othering. Together with Marie Källkvist she is a co-founder of the national network English Education Scholars Sweden.

SLOBODANKA DIMOVA is a Professor of Multilingualism and Language Testing at the University of Copenhagen, Denmark. She is the current President of the European Association of Language Testing and Assessment (EALTA). Her research interests include language assessment as a policy instrument (especially in relation to university internationalization in non-English-dominant contexts), multilingual communicative competence and assessment, performance-based testing, and language assessment literacy. She is one of the co-authors of the book *Local Language Testing: Design, Implementation, and Development* (Routledge 2020), which received the SAGE/ILTA award for best monograph in language testing in 2024.

KATHERINA DODOU is an Associate Professor of English at Dalarna University, with expertise in literary studies and English education. Her research has mainly concerned the teaching of L2 English literature in the contexts of Nordic school teaching and teacher education. Her publications focus on naturally occurring classroom practices and the conditions for teaching L2 English literature. Katherina has extensive experience as a teacher of literature and a teacher educator, and she has been awarded the distinction of excellent teaching practitioner. Katherina is a founding member of the Literature Education Network and a member of the steering committee for English Education Scholars Sweden.

PARVIN GHEITASI is Senior Lecturer in English at Dalarna University, Sweden. Her research focuses on early language learning, English language teacher education, education policy, and formulaic language. She teaches and supervises both pre-service and in-service teachers of English within teacher education and professional development programmes. In addition to her research and teaching, she has also been actively involved in national curriculum development initiatives in Sweden.

ALASTAIR HENRY is a Professor of language education at Lund University and University West, Sweden. His research involves the psychology of language learning and teaching. He has published widely on these topics and is a co-editor of *The Palgrave Handbook of Motivation for Language Learning*. His work has appeared in journals such as *Modern Language Journal*, *Language Learning*, *Language Teaching* and *Journal of Teacher Education*. He is the winner of the 2025 American Association of Applied Linguistics Best Research Article Award.

SOPHIA JUUL is a doctoral student in English linguistics at Lund University. Her doctoral work is positioned within the paradigm of psychology of language learning and teaching, which also reflects her broader research interests. With a formal background in sociolinguistics, she works at the intersection of social psychology and applied linguistics, examining language anxiety with a focus on both its conceptual foundations and the methods used to investigate it. She also undertakes teaching and supervision of pre-service language teachers, including practicum assessment. Alongside her doctoral research, she has a forthcoming co-authored publication in *Language Teacher Educator Psychology* (Cambridge), exploring the emotional demands faced by school-based language teacher educators when mentoring pre-service teachers during practicum.

JOYCE KLING is Associate Professor of Linguistics and Language Education at Lund University in Sweden. Her research interests include English-medium instruction (EMI), multilingual competence for the international classroom, and language testing and assessment. She has published several books and articles on EMI and the international classroom. She currently serves as series co-editor of the Routledge

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MARIE KÄLLKVIST is Professor of English and Language Education at Linnaeus University, Sweden. Her research focuses on English and multilingualism and their intersections with language learning, language teaching, and educational policy. She has published widely in journals such as the *Modern Language Journal*, *Language Learning*, and the *International Journal of Bilingual Education and Bilingualism*. In collaboration with Jenny Bergström, she is the founder of English Education Scholars Sweden, a network dedicated to advancing research and collaboration in English education.

JUSTYNA LEGUTKO is a Senior Lecturer in English Language Education at Linnaeus University. Her research explores multilingualism and writing pedagogy in language classrooms, with a strong focus on innovative collaboration between teachers of different languages. She develops multilingual, cross-curricular teaching approaches and materials, and works with teachers of English, German, French, Spanish, and Swedish to connect language learning across subjects and languages.

MENG LIU is an Associate Professor at Beijing Foreign Studies University, China. She has published widely on language learning motivation, open science practices and AI-assisted language learning. Her work has appeared in journals such as *Language Teaching*, *Language Testing*, *Studies in Second Language Acquisition*, and *System*. She is the winner of the 2022 Language Teaching Christopher Brumfit Essay Prize.

ELIN NYLANDER (PhD) is an affiliated researcher at Lund University. She is also a qualified upper-secondary school English teacher working at Eslövs folkhögskola. Her dissertation is a development research project (*praktiknära forskningsprojekt*). It focuses on multilingual EFL students' intentional vocabulary learning.

BETHANNE PAULSRUD is Senior Lecturer of English Language Education and Associate Professor of English Applied Linguistics in the Department of Teaching and Learning at Stockholm University, where she is a teacher educator and researcher. Paulsrud's research focuses on multilingualism in education policy and practice, teacher education, and English and English-medium instruction in Sweden, as evidenced by her publications. She has also co-edited several volumes on translanguaging, both books and special issues, focusing on issues related to education, society, and language.

ERIKA SANDLUND is Professor of English Linguistics at Karlstad University. Her research centers on social interaction in institutional contexts, with a particular interest in second language teaching, learning, and assessment. Methodologically, her main focus is ethnomethodological conversation analysis, but her list of publications and project collaborations span over a range of empirical topics and approaches, such as affect in conversation, multilingualism, workplace interaction studies, and broadcast media. She is a co-editor of several collections and special issues, and has co-written a number of popular scientific works aimed at language teachers. Current research interests include storytelling in L2 education, L2 oral tasks, and public apologies in the wake of #MeToo. Together with co-author Pia Sundqvist, she has published a monograph on the assessment of L2 oral proficiency with Bloomsbury Academic (2024).

JOSEP SOLER is Professor of English Linguistics at Stockholm University. He has published extensively on language policy and language ideologies, focusing particularly on higher education and the globalization of English. His work examines macro and micro dynamics within complex multilingual contexts, including internationalizing universities and multilingual families. Recently, he has advanced interdisciplinary frameworks by bridging language policy with political theory to develop nuanced analyses of linguistic justice. He is currently writing a monograph on this topic, *Linguistic Justice at the University*, under contract with Cambridge University Press.

PIA SUNDQVIST is Professor of English Education at the University of Oslo, Norway. She has a wide range of research interests across applied linguistics but specializes in informal language learning with a focus on

extramural English and gaming, English language teaching, and assessment. Methodologically, her early research was all quantitative but nowadays she also uses qualitative or mixed-methods, and corpus linguistics. Pia is co-editor-in-chief of *ASLA Studies in Applied Linguistics* and associate editor of *Innovation in Language Learning and Teaching* and *Language Learning and Technology*. Sundqvist has published three monographs, three edited volumes, more than seventy peer-reviewed journal articles and book chapters, and many popular scientific papers. Her latest book is together with co-author Erica Sandlund (Bloomsbury Academic, 2024). Pia was President of the Swedish Association of Applied Linguistics, 2022–2025.