

Kurslitteratur för ENGC07, *Reading and Writing in a Second Language: Connections, Theory and Practice*, 7,5 högskolepoäng, HT2026

Fastställd av styrelsen för Sektion 4, 2026-06-01

Notera att angivet tryckår avser den tidigaste upplaga som kan användas.

Obligatorisk kurslitteratur

Elektroniskt material tillgängligt via undervisningsplattformen:

- Afflerbach, P., Pearson, P. D., & Paris, S. (2017). Skills and strategies: Their differences, their relationships, and why they matter. I K. Mohktari (red.), *Improving reading comprehension through metacognitive reading strategies instruction* (s. 33–50). Roman & Littlefield.
- Albrechtsen, D., and Larsen, S. (2020). Danish EFL high school learners' writing development over time in L1 and L2. I A. M. Riazi, L. Shi, & K. Barkaoui (red.), *Studies and essays on learning, teaching and assessing L2 writing in honour of Alister Cumming* (s. 57–80). Cambridge Scholars Publisher.
- Cumming, A. (2016). Theoretical orientations to L2 writing. I R. M. Manchón & P. K. Matsuda (red.), *Handbook of second and foreign language writing* (s. 66–88). De Gruyter Mouton.
- Eriksson, L. (2023). "Gruelling to read": Swedish university students' perceptions of and attitudes towards academic reading in English. *Journal of English for academic purposes*, 64. <https://doi.org/10.1016/j.jeap.2023.101265> (11 s.)
- Grabe, W. (2014). Key issues in L2 reading development. 4th CELC Symposium Proceedings (s. 8-18). <https://www.nus.edu.sg/celc/celc-symposium-proceedings/4th-celc-symposium-proceedings/>
- Grabe, W., & Stoller, F. L. (2018). Reading to learn: Why and how content-based instructional frameworks facilitate the process. I K. Koda, & J. Yamashita (red.), *Reading to learn in a foreign language: An integrated approach to foreign language instruction and assessment* (s. 9-25). Routledge.
- Hedgcock, J. S., & Ferris, D. R. (2018). *Teaching readers of English: Students, texts, and contexts* (2nd ed.) (s. 1-60). Routledge.
- Hirvela, A. R. (2016). *Connecting reading & writing in second language writing instruction* (2nd ed.). University of Michigan Press. (I urval, ca 27 s.)
- Hyland, K. (2008). *Second language writing* (s. 3–35). Cambridge University Press.
- Hyland, K. (2021). *Teaching and researching writing* (4th edition) (s. 3–35). Routledge. <http://dx.doi.org/10.4324/9781003198451-2>
- Jiang, F. (K.), & Hyland, K. (2025). Does ChatGPT argue like students? Bundles in argumentative essays. *Applied Linguistics*, 46(3), 375-391.
- Jiang, X., Grabe, W., & Carrell, P. L. (2020). Reading. I Schmidt & P. H. Michael (red.), *An introduction to applied linguistics* (3rd ed.) (s. 259–278). Routledge.
- Klitgård, I. (2025). Navigating the crossroads of GAI and academic English writing: A

student perspective in a time of transition. *Tidsskriftet Læring og Medier (LOM)*, 18(31).

Plakans, L. (2009). The role of reading strategies in integrated L2 writing tasks. *Journal of English for Academic Purposes*, 8, 252-266.

Roca de Larios, J., Nicolás-Conesa, F., & Coyle, Y. (2016). I R. M. Manchón & P. K. Matsuda (red.), *Handbook of Second and Foreign Language Writing* (s. 267–286). De Gruyter Mouton.

Sonia, A. N., Allen, L. K., & Crossley, S. A. (2023). Writing and reading connections in the digital world. I Z. A. Philippakos & S. Graham (red.), *Writing and reading connections* (s. 163-177). Guildford.