

## Curricula vitae

**Workshop on Language policy issues, education and minoritized languages across borders, Stockholm University, 30-31 March 2017**

### Memet Aktürk-Drake

**Memet Aktürk-Drake** is a general linguist with a PhD in bilingualism. His main research interest is language contact, especially its effects on heritage languages. He has published on loanword phonology and heritage-language phonology. Currently, he is working on Turkish maintenance and bilingualism among second-generation Turks in Western Europe from an integration and language-policy perspective. A further research interest of his is historical sociolinguistics, especially the impact of modernity on societal multilingualism. He has written and taught on the history of multilingualism and linguistic diversity in Istanbul.

### Laura Álvarez López

**Laura Álvarez López** is a Professor of Portuguese at the Department of Romance Studies and Classics at Stockholm University. Her research has mainly focused on Latin American varieties of Portuguese and Spanish in contact with African languages. Since 2014, she has been working with African varieties of Portuguese, and for that purpose she has performed fieldwork in both Angola and Mozambique.

### Jeroen Darquennes

**Jeroen Darquennes** is currently a professor of German and General Linguistics at the University of Namur and an affiliated researcher at the Mercator European Centre on Multilingualism and Language Learning in Ljouwert (The Netherlands). In his research, he mainly concentrates on aspects of language contact, language conflict and language policy and planning in European language minority settings. He has published widely in the field of European language minority studies. He is one of the general editors of *Sociolinguistica*, the European yearbook of sociolinguistics (published by de Gruyter). Together with Joe Salmons (Wisconsin) and Wim Vandebussche (Brussels) he is preparing two volumes of a handbook on *Language Contact* (as part of de Gruyter's HSK-series). He quite recently completed a 3-year term as associate editor of the journal *Language, Culture & Curriculum* (Routledge).

**Department of Slavic and Baltic Studies,  
Finnish, Dutch and German**

**Department of Romance Studies and Classics**



### **Vittorio Dell'Aquila**

**Vittorio Dell'Aquila** is an independent researcher in linguistics (Centre d'Études Linguistiques pour l'Europe, Forskningscentrum för Europeisk Flerspråkighet) and works since about 20 years in collaboration with different European universities and research centres. He has worked as guest professor at the universities of Vaasa/Vasa, Genova, Cagliari and Milano teaching sociolinguistics, language planning, ethnolinguistics, historical linguistics and Scandinavian linguistics and he has been involved in different European research projects. He is also specialised in geography of languages, lexicography and terminology for minority languages.

### **Christina Hedman**

**Christina Hedman**, *Ph.D., Assistant Professor and Director of studies in Swedish as a Second Language, Department of Language Education, Stockholm University*. My research interests encompass educational perspectives on multilingualism, including the role of mother tongue instruction for biliteracy development (a research project funded by the Swedish Research Council 2013-2015, grant number 721-2012-4275, together with Natalia Ganuza), and formal L2 education as well as literacy practices in minority languages outside formal school contexts.

### **Gabriele Iannàccaro**

**Gabriele Iannàccaro** is a full professor of Italian linguistics at the University of Stockholm. Founder and co-director of the Centre d'Études Linguistiques pour l'Europe. Co-cordinator of various large-scale sociolinguistic surveys in a number European minority communities, sponsored by regional institutions and by the European Union. Appointed by various local and national governments as a consultant on language policy and language planning issues. Research interests: Sociolinguistics, Contact Linguistics, Dialectology, Perceptual Linguistics, Language Planning, Historical Indo-European Linguistics, Writing systems theory. Organiser of a number of International congresses and meetings. Author of 10 monographs, about 100 scientific papers and editor of many volumes.

### **Jarmo Lainio**

**Jarmo Lainio** is a Professor of Finnish at Stockholm University since 2008. He was the head of the Centre for Finnish Studies of Mälardalen University, Eskilstuna (2003-2011), and Guest Professor 2011-2014. His research covers sociolinguistics, bilingual studies/education, the sociology of language, minority languages, language policy and educational linguistics. He was Senior lecturer at the Centre for Research on



Bilingualism, Stockholm University (1998-2004) and Visiting Research Fellow at University of Ottawa, Canada (1990-1991). Since 2006 Lainio is the Swedish member of the Council of Europe's Committee of Experts, which monitors the European Charter for Regional or Minority Languages; from December 2015 he is also a member of its Bureau/Chair's committee. He is involved in several international networks on the promotion of multilingual education, multilingualism, language policy and linguistic diversity. He has supervised PhD works in Sweden, Finland, Norway and Karelia/Russia on various minority languages. Within teacher education he is since 2014 involved in the recently developed mother tongue teacher education and further training of the national minority language Finnish; connected to this is the recently founded network of teacher training educators of the national minority languages of Sweden.

### **Cor van der Meer**

**Drs. C. van der Meer (Cor)** has a degree in sociology and research methodology of the University of Groningen. He works as project manager for the Fryske Akademy in Leeuwarden/Netherlands and is head of the Mercator Research Centre on Multilingualism and Language Learning which is a platform for Regional and Minority Languages in Europe, serving linguistic diversity. Cor van der Meer is an expert in the fields of multilingualism, regional and minority languages and language learning. His work is often related to the goals and practices of a number of international organisations. He is frequently presenting his work at conferences and seminars, in Europe and beyond.

### **Conchúr Ó Giollagáin**

**Conchúr Ó Giollagáin** is the Gaelic Research Professor in the University of the Highlands and Islands, Scotland. He is also the academic director of Soillse, a sociolinguistic research partnership, based at Scotland's national college for Gàidhlig, Sabhal Mòr Ostaig on the Isle of Skye. In 2015 he was appointed as an Adjunct Professor in the School of Political Science and Sociology, National University of Ireland, Galway. He co-authored the government-commissioned Gaeltacht survey *Comprehensive Linguistic Study of the Use of Irish in the Gaeltacht* (2007). The *Update of the Comprehensive Linguistic Study of the Use of Irish in the Gaeltacht: 2006-2011* was published in 2015. He co-authored the first major study of bilingual acquisition in Ireland, *Analysis of Bilingual Competence: Language acquisition among young people in the Gaeltacht*. He co-edited the ground-breaking *Beartas Úr na nGael: Dálai na Gaeilge san Iar-Nua-Aoiseachas* [A New Deal for the Gaels: Irish in Postmodernity] (2016). Conchúr, along with colleagues in the Soillse research partnership, is currently concluding a major study of the social vitality of Gaelic in the Western Isles of Scotland.



### **Ekaterina Protassova**

**Ekaterina Protassova**, PhD in Linguistics and Pedagogy, is Adjunct Professor of Russian Language in the Department of Modern Languages, University of Helsinki, Finland. She has studied multilingualism in Russia and abroad, Russian-speaking diaspora in the world (especially in Finland, Germany, Estonia, Latvia, Kyrgyzstan and Kazakhstan), the use of the modern Russian language, Russian as a lingua franca, acquisition of Russian as first and second language, Russian in the intercultural communication and participated in numerous international projects upon bilingual education and language revitalization. She is widely publishing on related topics both research papers and student manuals.

### **Natasha Ringblom**

**Natasha Ringblom**, is a Slavist affiliated with the Department of Slavic and Baltic studies, Finnish, Dutch and German at Stockholm University. Her main research interests concern Russian-Swedish bilingualism and second language acquisition. She defended her PhD in 2012 about the acquisition of Russian in a language contact situation. Her current projects deal with Mechanisms of language acquisition, language socialization and heritage grammar. Natasha is also a member of two COST Projects: “New Speakers in a Multilingual Europe – Opportunities and Challenges” and “Enhancing children's oral skills across Europe and beyond”. She has a long experience of teaching Russian and Swedish.

### **Fritjof Sahlström**

**Fritjof Sahlström**, PhD, is Professor in Education at Åbo Akademi University in Vasa. He is a recognised expert in the field of video-based, empirical research on teaching and learning. In particular, this concerns the innovation and implementation of theoretically and empirically novel cross-disciplinary ways of studying learning in interaction, the re-focusing of classroom research, bringing students and learners into focus, and addressing diversity in educational settings, as well as the development of new, widely adopted methods of collecting and analysing interaction data for teaching and learning research. Throughout his career, his work has been carried out in an international context, with positions held in Sweden 1993-2007 and Finland 2007-, and with extended research visits (University of California, Santa Barbara; Fulbright Scholarship 1996-1997, International Centre for Classroom Research, University of Melbourne, 2003-2004, 2011; University of California, Los Angeles, 2006-2007). Sahlström has published widely, and has supervised a large number of doctoral dissertations in Education. In addition to scholarly achievements, Sahlström is a frequent participant in public debate on teaching and learning, in particular on co-located and bilingual education. Currently, Sahlström is involved in research projects studying the implications of mobile phone use in classrooms, and in research and development projects studying minorities and diversity in Finnish and Nordic educational contexts.



### **Toshiko Sugino**

Professor **Sugino** has studied *Nikkei* or *Nikkeijin* and their language and educational choices. *Nikkeijin* is a Japanese term that refers to descendants of Japanese who emigrated from Japan between 1868 and 1973. Due to revised immigration laws in Japan and economic crisis in Brazil in the 1990s', an increasing number of Nikkei Brazilians chose to migrate to Japan. Although Brazilian schools are not accredited by the Japanese government, many of these migrants chose these private Portuguese-medium schools for their children. Her Ph.D. thesis focused on education and language maintenance among a Nikkei Portuguese speaking community in Japan. This work was published as a book by Keio University Press (Sugino 2008) and describes the situation of Brazilian immigrants in Japan, and discusses the result of qualitative and quantitative analyses based on observations, interviews and questionnaires collected during fieldwork in the city of Hamamatsu (Japan). As part of this effort, Sugino presents a brief overview of minorities in Japan and problems related to the education of such minorities. Secondly, the author identifies seven research questions before presenting her results and discussing her findings on language learning and language choices from historical, sociopolitical, and socioeconomic perspectives.