Online Seminar Series Spring 2026

Nordic Research Network for Educational Linguistics (NordEdLing)

We welcome you to the NordEdLing's spring seminar series 2026.

Invited speakers

Hanna Lindfors,
Department of Swedish, Linnaeus University.
Children's Cognitive Processing of Sentences and Picture Sequences: Towards Educational Applications

11 February, 15.00–16.00 (CET)

Bio

Hanna Lindfors, PhD, is a lecturer at Linnaeus University. Her research interest in children's language processing is grounded in her previous work as a speech and language therapist.

Zoom

Summary

This presentation draws on my doctoral research exploring whether cognitive processing is similar across verbal and pictorial domains. Cognitive processing of sentences and picture sequences was examined in children with typical language development and in peers with developmental language disorder (DLD). The results point to similarities across domains, aligning with emergentist–functionalist frameworks that suggest language processing relies on general cognitive mechanisms rather than being specific to the verbal domain. These findings open new discussions on how pictorial materials can support comprehension, particularly for children with DLD.

Roswita Dressler,
Werklund School of Education, University of Calgary.
German Children's Books: An Educational Linguistic Perspective

29 April, 15.00–16.00 (CET)

Bio

Roswita Dressler is Professor in Language and Literacy and Associate Dean – International at the Werklund School of Education, University of Calgary. Her research in educational linguistics examines pre-service and in-service teacher understandings of second language teaching and learning.

Zoom

Summary

North American teachers often create classroom libraries of authentic children's books for students to read in class or take home to practice reading. If those teachers instruct German as a second language, they have difficulty selecting books because there is no straightforward way for them to determine the difficulty of the book. In this talk, I provide an educational linguistic perspective to the problem, demonstrating how interdisciplinary research methods have emerged which can address this problem of practice. Drawing from my current study of the text complexity of German children's books, I will outline how we are beginning to answer the question: what makes a German children's book readable?

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