



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1FL028 Svenska som andraspråk - kulturmöte och språkutveckling i förskolan, 15 högskolepoäng

Swedish as a second language - cultural encounters and language learning in pre-school, 15 credits

Main field of study

Swedish as a Second Language

Subject Group

Swedish as a Second Language

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Arts and Humanities 2016-09-07

The course syllabus is valid from spring semester 2017

Prerequisites

1FL007 Work-based education in preschool, period II and 1FL005 Language acquisition and literacy in pre-school.

Objectives

Overall objectives

After completing the course, the students should be able to:

- account for current Swedish migration policies and aspects of cultural encounters,
- account for language development from the perspective of second-language learning.

Module 1. Migration and cultural encounters, 7.5 credits

After completing the module, the student should be able to:

- describe how cultural and religious manifestations determine individuals' ways of living, reflecting and acting in society.
- describe how cultural and religious manifestations are reflected in individuals' view on children and upbringing.
- account for causes and effects of migration in general, and immigration to Sweden, especially after World War II, in particular.

Module 2. Language, language learning and second-language teaching 7.5 credits

After completing the module, the student should be able to:

After completing the module, the student should be able to:

- account for methods in second-language learning,
- use concepts in research on second-language learning,
- present relevant research on second-language learning,
- plan pedagogical work promoting second-language learning in pre-school.

Content

Professional basis and professional progression

The students develop their abilities to assimilate research relevant to the profession, as well as knowledge of approaches to a multicultural school and of how children's multilingualism and language development can be supported.

The course includes perspectives on Swedish as a second language in relation to migration and cultural encounters, as well as didactic and methodological perspectives on language learning and second-language teaching.

Scientific approach and scientific progression

The students discuss academic texts and literature relevant to the area. The students are expected to be able to present and comment on research results, demonstrating a critical approach.

Participation in study visits, field studies and seminars is compulsory.

Module 1. Migration and cultural encounters, 7.5 credits

This module focuses on knowledge and understanding of how people's varying living conditions and surroundings can form individuals' way of thinking when it comes to family and the upbringing of children. It also discusses various cultural patterns and their importance for communication in a multicultural society, as well as the importance of both ethnic and religious group affiliation for individual identity formation. Swedish immigration and integration policies from the post-war period until today are studied. Reasons for and effects of migration are discussed. The students read a number of works of fiction illustrating migration and refugees' situation, written for both children and adults. The role of the educator in a multicultural school is discussed and problematised on the basis of the course literature and study visits at pre-schools.

Module 2. Language learning and second-language teaching 7.5 credits

In this module the students develop basic knowledge of language, language development and language learning from the perspective of second-language learning. The module discusses multilingualism and the importance of language for individuals, as well as sociolinguistic and socio-cultural perspectives on second-language usage. The module also includes an introduction to how second-language teaching can be organised in pre-school. Various forms of teaching and methods are discussed on the basis of current policy documents for pre-school and pre-school class.

Type of Instruction

Teaching is delivered in the form of field studies, lectures, group discussions and seminar exercises.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

Both modules are examined through individual written examinations and oral and written assignments.

Module 1 includes the following examinations: Cultural meetings, Religions in Sweden and Migration from historical and societal perspectives.

Module 2 includes the following examinations: Second-language learning and teaching and Second-language teaching – Written and oral presentations.

In order to receive the grade of Pass with Distinction, the student must have received this grade in both modules.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course. The course overlaps to a large extent with 1SS101 and modules 1 and 2 in 1SS100 at Linnaeus University.

Required Reading and Additional Study Material

Module 1. Migration and cultural encounters, 7.5 credits

Angel, Birgitta & Hjern, Anders. 2004. *Att möta flyktingar*. Studentlitteratur. 244 p. ISBN 9789144033280

Elmeroth, Elisabeth. 2008. *Etnisk maktordning i skola och samhälle*. Studentlitteratur. 167 p. ISBN 9789144048062

Lundh, Christer. 2005. *Invandringen till Sverige*. SNS Förlag. 100 p. ISBN 9171509844

Moberg, Vilhelm. Any edition. *Invandrarna*. Bonnier. In selection.

Moberg, Vilhelm. Any edition. *Nybyggarna*. Bonnier. In selection.

Moberg, Vilhelm. Any edition. *Sista brevet till Sverige*. Bonnier. In selection.

Moberg, Vilhelm. Any edition. *Utvandrarna*. Bonnier. In selection.

Tamas, Gellert. Any edition. *Lasermannen – en berättelse om Sverige*. Ca 300 p. ISBN 9173248738

Children's literature in separate list. Ca 200 p.

Material provided by the department. Ca 150 p.

Module 2. Language learning and second-language teaching 7.5 credits

Henricsson, Ola & Lundgren, Michael. 2016. *Muntligt berättande i flerspråkiga klassrum*. Studentlitteratur. 174 p. ISBN 9789144100692

Hyltenstam, Kenneth & Lindberg, Inger (eds.). 2013. *Svenska som andraspråk – i forskning, undervisning och samhälle*. 2nd ed. Studentlitteratur. 315 p. ISBN 9789144070650

Kästen-Ebeling Gilda & Otterup, Tore (eds.). 2014. *En bra början – mottagande och introduktion för nyanlända elever*. Studentlitteratur. 164 p. ISBN 9789144084862

Delaigren, Ann, Delaigren, Åsa & MårdMattsson, Kersti (eds.). 2016. *Då flykta och*

Faloutsos, Aino, Faloutsos, Åsa & Mäkeläinen, Hanna (eds.). 2010. *På finska och svenska: tvåspråkig pedagogik i daghem och förskola*. 77 p. Available at: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49824/9789513966652_på_finska_och_svenska.pdf?sequence=1

Skolverket. 2011. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. pp. 7–132. 126 p. ISBN 9789186529390

Wedin, Åsa 2011. *Språkande i förskolans och grundskolans tidigare år*. Studentlitteratur. 123 p. ISBN 9789144057507

Additional current policy documents for pre-school and pre-school class. Ca 100 p.

Material provided by the department. Ca 150 p.