



## 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 2016-09-07

Revised 2021-03-24 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

1FL007 Practice placement in preschool, period II and 1FL005 Language acquisition and literacy in pre-school.

## Objectives

### **Overall objectives**

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

- account for current Swedish migration policy, as well as for aspects of cultural encounters,
- describe language development from a second language perspective, on the basis of different theories.

### **Module 1. *Migration and cultural encounters*, 7.5 credits**

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

- account for causes for and effects of migration, specifically immigration to Sweden, primarily after World War II,
- account for changes in Swedish immigration and integration policies from historical and contemporary perspectives,
- account for how culture and religion may affect the individual's view of the child and child-rearing,
- apply didactic perspectives on an intercultural approach to how to act with regard

to multilingual pupils in Swedish preschools.

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

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

- account for basic concepts within second language research,
- describe multilingual pupils' possibilities for language development,
- compare and problematise different theories on first and second language development in speech and writing,
- apply theories on language development in the design of pedagogical activities supporting second language development in preschool, relative to the policy documents.

### **Content**

#### *Professional basis and professional progression*

The students develop their ability to understand research relevant to the profession. They also develop their knowledge of approaches to a multicultural school and of how children's multilingualism and language development can be supported. The course as a whole includes perspectives on Swedish as a second language in relation to migration and cultural encounters, as well as didactic and methodological perspectives on language acquisition and second-language teaching in preschool.

#### *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**

In this module focus lies on knowledge about, and an understanding of, people's different living conditions, including views of the family and child-rearing. Other issues covered in the module include different cultural patterns and their impact on communication in a multicultural society, and the relation between ethnic and religious affiliation and its impact on individuals' identity development. Central concepts such as ethics and view of life are also discussed in this context. Swedish immigration and integration policies, along with reasons for migration and its political, legal, economic, and social consequences, are studied from a historical as well as a contemporary perspective. How to approach multilingual pupils in Swedish schools is another central issue. Students read a number of fiction works on migration and seeking refuge, written for children as well as for adults. The educator's work in a multicultural school is discussed and problematised based on the course literature and study visits at preschools.

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

In this module the students get the opportunity to develop basic knowledge of language, preschool language development and the teaching of multilingual preschool children. The module discusses different theoretical perspectives on multilingualism and language development. Basic sociolinguistics is introduced. The module also introduces the didactics of preschool second language teaching, through discussions of different ways of teaching and working with multilingual pupils, on the basis of current policy documents for the preschool and the preschool class.

### **Type of Instruction**

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

### **Examination**

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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 in writing when the course starts.

Each module is examined through an individual written room examination, as well as oral and written assignments.

Module 1 includes the following examinations: Cultural encounters (3.5 credits), Religion, ethics and view of life (2 credits), and Migration from a historical societal perspective (2 credits).

Module 2 includes the following examinations: Second language acquisition and second language teaching is examined through a written examination (6 credits), and second language teaching through oral and written presentations (1.5 credits).

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

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

### Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

### Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: The course overlaps to a large extent with 1SS101, 15 credits, and modules 1 and 2 in 1SS100 at Linnaeus University, 15 credits.

### Required Reading and Additional Study Material

#### **Literature for all modules:**

Skolverket. (2016). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*, revised 2016 (3rd edition). Stockholm: Skolverket.

Skolverket. (2010). *Läroplan för förskolan Lpfö 98*. Revised 2010. Stockholm: Skolverket.

Skolverket. (2013). *Flera språk i förskolan: teori och praktik*. Stockholm: Skolverket.

*Svenska skrivregler utgivna av Svenska språknämnden*. 2017. 4th ed. Stockholm: Liber. 312 p. ISBN: 9789147111497

#### **Module 1. Migration and cultural encounters, 7.5 credits**

Part 1. Cultural encounters

## Academic literature

Elmeroth, Elisabeth & Häge, Johan. 2016. *Flyktens barn – medkänsla, migration och mänskliga rättigheter*. 2nd edition. Studentlitteratur. 120 p. ISBN 978-91-44-11418-7

Kästen-Ebeling Gilda. & Otterup, Tore. (eds.). 2018. *En god fortsättning. Nyanländas fortsatta väg i skola och samhälle*. Lund: Studentlitteratur. 120 p. ISBN 978-91-44-11390-6 (selected chapters)

Lahdenperä, Pirjo. (ed.). 2018. *Den interkulturella förskolan. Mål och arbetssätt*. Liber. ISBN 978-91-47-12769-6(selected chapters).

Phillips, Tove. 2020. *Etnicitet och kulturmöten*. Gleerups. 215 p. ISBN 978-91-5110200-9.

## Fiction

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

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

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

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

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

## Part 2. Religion - ethics and view of life

The compendium "Religioner och etiska perspektiv" (130 pages) is provided by the department. 90 pages of this compendium are selected from the works listed below:

Berglund, Jenny & Gunner, Gunilla (eds). 2011. *Barn i religionernas värld*. Liber. ISBN 978-91-47-09970-2.

Franck, Olof & Stenmark, Mikael (eds). 2016. *Att undervisa om människosyner och gudsuppfattningar*. Liber. ISBN 978-91-47-11185-5.

Groth, Bente. 2002. *Judendomen. Kultur, historia, tradition*. Natur & Kultur ISBN 978-91-27-07389-0.

Hedin, Christer. 2017. *Kristendom. Lära, fromhetsliv och historia*. Dialogos förlag. ISBN 978-91-7504-233-6.

Hellman, Eva. 1998. *Hinduiska gudinnor och kvinnor – en introduktion*. Nya Doxa. ISBN 978-91-578-0045-6.

Jacobsen Knut A. 2004. *Hinduismen. Historia, tradition, mångfald*. Natur & Kultur. ISBN 978-91-27-09772-2.

Otterbeck, Jonas. 2000. *Islam, muslimer och den svenska skolan*. Studentlitteratur. ISBN 978-91-44-00945-3

Duchón, Tiinda & Andersson, Anita (eds). 2020. *Traditionernas didaktik. Religion*

Fuskas, Ulric & Andersson, Anna (eds). 2020. *Traditionernas utvärdering. Religion och kulturarv i förskolan*. Gleerups Utbildning AB. ISBN 978-91-511-030-2

Rasmussen, Tarald & Thomassen, Einar. 2007. *Kristendomen. En historisk introduktion*. Artos. ISBN 978-91-7580-336-4.

Byström-Janarv, Görel. Olsson, Torvald & Stenberg, Leif. 2005. *Världsreligionerna i vardagen. Globalt och i Sverige*. Bilda förlag. ISBN 978-91-574-7745-0.

Wikström, Owe. 2003. *Om heligheten. Religionspsykologiska perspektiv*. Natur & Kultur ISBN 978-91-27-03557-7.

### Part 3. Migration from a historical and societal perspective

Blanck, Dag. 2014. A Mixture of People with Different Roots: Swedish Immigrants in the American Ethno-Racial Hierarchies. *Journal of American Ethnic History*. 33(3) p. 37-54. 17 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2017. Att producera disciplinerade amerikaner och skötsamma svenskar... Ford English School för invandrare jämförd med Svenska för Invandrare. *Emigranternas Hus skriftserie 1*. Göteborg. 22 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2010. Den glömda utvandringen i nytt ljus. In: *Samhällshistoria i fokus, vänbok till Lars Olsson*. Big bad Books, Malmö 2010. 7 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2008. Vägen till glasriket. In: S. Lundberg & E. Platser, (eds). *Efterfrågad arbetskraft*. Växjö. 27 p. Provided by the department in the form of a pdf.

Harrison, Dick. 2016. Alla tiders migration. Immigrationens betydelse för Sveriges utveckling och välbefinnande. *Statens offentliga utredningar. Delegationen för migrationsstudier*. 51 p. ISBN: 978-91-88021-10-6 Provided by the department in the form of a pdf.

Åmark, Klas. 2013. Swedes and the refugees 1933-45. In: Byström, M. & Frohnert, P. (eds.) *Reaching a State of Hope. Refugees, Immigrants and the Swedish Welfare System 1930-2000*. Nordic Academic Press. p. 39-53. 15 p. Provided by the department in the form of a pdf.

Material provided by the department. Ca 200 p.

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

Axelsson, Monica. 2013. Flerspråkighet och lärande. In: K. Hyltenstam & I. Lindberg (eds.), *Svenska som andraspråk – i forskning undervisning och samhälle*. Lund: Studentlitteratur. pp. 547–577. 31 p. ISBN 978-91-4407065-0

Bijvoet, Ellen & Fraurud, Kari. 2013. 'Rinkebysvenska' och andra konstruktioner av språklig variation i dagens flerspråkiga Sverige. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. pp. 369–396. 28 p. ISBN 978-91-44-07065-0

Cummins, Jim. 2017. *Flerspråkiga elever: effektiv undervisning i en utmanande tid*. Natur & Kultur. pp. 11, 181, 171 p. ISBN 978-91-27-81975-0

Henricsson, Ola & Lundgren, Michael. 2016. *Muntligt berättande i flerspråkiga klassrum*. Studentlitteratur. 134 p. ISBN 978-91-44-10069-2

Håkansson, Gisela. 2013. Utveckling och variation – en tillämpning av processbarhetsteorin på svenskt inlärarespråk. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. pp. 151–167. 18p. Lund: Studentlitteratur. ISBN 978-91-44-07065-0

Jonsson, Rickard. 2013. Inget tjafs och inget bråk – om skötsam svenskhet och ordningsstörande förortsslang. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. pp. 397–414. 15 p. Lund: Studentlitteratur. ISBN 978-91-44-07065-0

Kästen-Ebeling Gilda. & Otterup, Tore. (eds.). 2018. *En god fortsättning. Nyanländas fortsatta väg i skola och samhälle*. Lund: Studentlitteratur. 110 p. ISBN 978-91-4411390-6 (selected chapters)

Lahdenperä, Pirjo. (ed.). 2018. *Den interkulturella förskolan. Mål och arbetssätt*. Liber. ISBN 978-91-47-12769-6 (selected chapters)

Lindberg, Inger. 2013. Samtal och interaktion i andraspråksforskning. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. pp. 481–518. 28 p. ISBN 978-91-44-07065-0

Milani, Tomasso. M. 2013. Språkideologiska debatter i Sverige. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. pp. 343–367. 35 p. ISBN 978-91-44-07065-0

Palojärvi, Anu, Palviainen Åsa & MårdMiettinen Karita (eds.). 2016. *På finska och svenska: tvåspråkig pedagogik i daghem och förskola*. 77 p. Available at: [https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49824/978951396665\\_2\\_på\\_finska\\_och\\_svenska.pdf?sequence=1](https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49824/978951396665_2_på_finska_och_svenska.pdf?sequence=1)

Stroud, Christopher. 2013. Halvspråkighet och rinkebysvenska som språkideologiska begrepp. In: K. Hyltenstam & I. Lindberg (eds.) *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. pp. 313–342. 30 p. ISBN 978-91-44-07065-0

Skolverket. 2011. *Läroplan Modersmål för grundskolan*. pp. 87–99. 12 p. ISBN 978-91-38-32541-4

Skolverket. 2012b. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. 146 p. ISBN 978-91-87-11526-4

Sundgren, Eva. 2018. *Sociolingvistik*. Liber. pp. 11–69, 258–303. ISBN 978-91-47-10609-7. 105 p.

Wedin, Åsa. 2011. *Språkande i förskolans och grundskolans tidigare år*. Studentlitteratur. 123 p. ISBN 978-91-44-05750-7

Additional study material

Teleman, Ulf, Hellberg, Staffan, & Andersson, Erik. 1999. *Svenska akademins grammatik*. Svenska akademien. Available online: <https://svenska.se/grammatik/>

Material provided by the department, Ca. 200 p.

