



Course syllabus

Faculty of Social Sciences

Department of Pedagogy

1PE56U Tidig läsundervisning utifrån ett första- och andraspråksperspektiv, 7,5 högskolepoäng

Early reading instruction from a first and second language perspective, 7.5 credits

Main field of study

Education

Subject

Education

Level

First cycle

Progression

G1N

Date of Ratification

Approved 2024-05-13.

Revised 2024-10-07. Change of organisational affiliation to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

Prerequisites

General entry.

Objectives

Upon completion of the course, students should be able to:

- identify and account for prior literacy knowledge and the development and impact of decoding in relation to literacy development based on a first as well as second language perspective,

- explain and account for language comprehension, comprising word recognition, conceptual understanding and grammatical comprehension based on a first as well as second language perspective,
- define and describe reading fluency and comprehension based on a well-founded theoretical method in view of a first and second language perspective.

Content

The course content delves into theoretical and didactic perspectives on early reading acquisition. The theoretical starting point of *The simple view of reading* permeates the course. Aspects such as phonological awareness, alphabetic knowledge and decoding which make up one part of the model given in The simple view of reading are discussed. The other part of the model which is also discussed in the course, consists of language comprehension such as vocabulary, language structure, and listening comprehension. These two parts together form the act of reading (reading fluency, content comprehension and developed reading comprehension). Major emphasis is placed on how pupils develop their literacy skills during the first school years, at the first as well as at the second language level.

Within the scope of the course, the importance of collaboration between the different professions in school is also addressed, in relation to strengthening the pupils' reading and writing acquisition.

Type of Instruction

Teaching takes place in the form of lectures and individual assignments.

Examination

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

Examination of the course takes place individually by means of two written quizzes and a final take-home exam.

In order to receive a grade of Pass in the course, the course objectives shall be attained.

A retake of the examination is provided in accordance with the Local Regulations for First-cycle and Second-cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may decide on adapted or alternative examination.

Course Evaluation

A course evaluation is carried out either during or at the end of the course.

Other Information

Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Alatalo, Tarja (ed.) (latest edition). *Läsundervisningens grunder*, ed. 2. Malmö: Gleerups utbildning AB. (271 p.).

Egerhag, Helen. (2023). *Att främja läsutveckling i svenska som andraspråk-undervisning och tidiga insatser*. Avhandling kappa, Linnéuniversitetet (98 p.).

Gustafson Stefan, Samuelsson Christina, Johansson Elinor & Julia Wallman (2013). "How simple is the simple view of reading?." *Scandinavian Journal of Educational Research* 57.3. pp. 292-308.

Hägerfeldt, Gun, Dabeski, Gose, & Söderström Lareu, Monica (2011). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Skolverket. (146 p.).

Lonigan, Christopher, Burgess, Stephen R. & Schatschneider, Christopher(2018). "Examining the simple view of reading with elementary school children: Still simple after all these years." *Remedial and Special Education* 39.5, pp. 260-273.

Lundberg, Ingvar (2006). *Alla kan lära sig läsa och skriva: barns väg till skriftspråket*. Natur och kultur, (48 p.).

Norén, Sofia (ed.) (latest edition). *Lära barn att läsa: vägen från fonologisk medvetenhet till god läsförståelse*. Stockholm: LegiLexi, (230 p.).

Svensson, Gudrun. Rosén, Jenny, Straszer, Boglárka, & Wedin, Åsa (2018). *Greppa flerspråkigheten: en resurs i lärande och undervisning*. Skolverket. (162 p.).

Taube, Karin, Fredriksson, Ulf, & Olofsson, Åke (2015). *Kunskapsöversikt om läs och skrivundervisning för yngre elever*. Stockholm: Vetenskapsrådet. (130 p.).

Scientific publications also included (ca. 100 p.).