



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SSÄ02 Svenska som andraspråk I - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

Swedish as a Second Language I - for Upper Secondary School Teachers, 30 credits

Main field of study

Swedish as a Second Language

Subject Group

Swedish as a Second Language

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2011-05-02

Revised 2019-03-19 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements and Civics 1b / 1a1 +1a2 or Civics A, English B (Field-specific entry requirements 6C/A6c).

Objectives

Overall intended learning outcomes

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

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- identify and formulate subject-didactic problems in relation to the areas covered by the programme.

Module 1. Migration and cultural encounters, 7.5 credits

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

- account for causes and effects of migration in general, and immigration to Sweden, especially after World War II, in particular,
- account for changes in Swedish immigration, immigrant and integration policies from historical and contemporary perspectives,
- account for how cultural and religious manifestations determine individuals' ways of living, reflecting and acting in society

- describe how teaching of Swedish as a second language can be organised from methodological perspectives.

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

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

- account for second-language learning in comparison to first-language acquisition,
- account for basic concepts in research on second-language learning,
- account for current Swedish and foreign research on second-language learning,
- account for how teaching of Swedish as a second language can be organised.

Module 3. Grammar from the perspective of second-language learning, 7.5 credits

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

- account for the grammatical structures of the Swedish language from system functional and traditional perspectives,
- analyse grammatical structures in different kinds of texts,
- identify learners' stages of development in a second language from the perspective of the processability theory,
- discuss how different grammatical theories illustrate the difficulties second-language learners face in Swedish grammar,
- discuss second-language teaching from subject-didactic perspectives.

Module 4. Phonetics and pronunciation teaching, 7.5 credits

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

- account for basic phonetics and phonology,
- account for the phonetic structure and prosody of Swedish from a contrastive perspective,
- apply basic knowledge of phonetics in basic phonetic analyses and descriptions of second-language learners' pronunciation,
- apply basic didactic principles for pronunciation teaching in the planning of teaching.

Content

Overall content

This course includes an introduction to Swedish language teaching, and the student develops a scientific approach. The didactic theories discussed in the course are connected to the work carried out in schools through field-study days, and issues encountered on the field-study days illustrate central parts of the didactic theories discussed. The course discusses central aspects of the subject of Swedish as a second language, including migration, second-language learning, grammar and phonetics.

Module 1. Migration and cultural encounters, 7.5 credits

This module emphasises knowledge and understanding of people's varying living conditions. 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. Causes of migration and the political, juridical, economic and social effects of migration are discussed. The role of legislation and decision-making authorities is illustrated from historical and contemporary perspectives. The students read a number of literary texts illustrating migration and refugee cases.

Module 2. Language, language development 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 the didactics of second-language teaching. Various forms of teaching and methods are discussed on the basis of current policy documents.

Module 3. Grammar from the perspective of second-language learning, 7.5 credits

In this module the students develop basic knowledge of Swedish grammar from a second-language perspective. The module includes discussions of the development stages proposed by the processability theory. System functional and traditional grammar are studied and applied in analyses of textbooks and authentic texts produced by pupils with Swedish as their first language and second language respectively. Grammar didactics is an integrated part of the module.

Module 4. Phonetics and pronunciation teaching, 7.5 credits

In this module the students develop basic theoretical and practical knowledge of phonetics in general. The module focuses on the production and perception of Swedish speech sounds. Swedish phonology and prosody are compared to other languages to illustrate similarities and differences between different languages. Certain difficulties in Swedish pronunciation are illustrated and discussed from a didactic perspective.

Professional basis and professional progression and Scientific approach and scientific progression

The students continuously develop and strengthen their theoretical competence by studying current research and critically discussing it with others. To maintain a clear connection to the practical aspects of the education, this course includes field studies.

Type of Instruction

Teaching is delivered in the form of lectures, group discussions and compulsory 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.

Module 1, Migration and cultural encounters, is examined through a written examination.

Module 2, Language, language development and second-language teaching, is examined through oral and written assignments and a written examination.

Module 3 Grammar from the perspective of second-language learning, is examined through a take-home examination (6 credits) and oral and/or written assignments (1.5 credits).

Module 4, Phonetics and pronunciation teaching, is examined through oral and written assignments and a written examination.

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

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 19 credits.

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, and to departmental bodies and the program advisory board concerned. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Literature for all modules:

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN 97891-383525-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. p. 182–202. 20 p. ISBN 978-91-38325-94-0

Svenska skrivregler utgivna av Svenska språknämnden. 2017. 4th ed. Stockholm: Liber. 312 p. ISBN: 978-91-47-11149-7

Module 1. Migration and cultural encounters, 7.5 credits

Bakhtiari, Marjaneh. 2006. *Kalla det vad fan du vill*. Ordfront. 298 p. ISBN 978-91-7441-968-9

Blanck, Dag. 2014. A Mixture of People with Different Roots: Swedish Immigrants in the American Ethno-Racial Hierarchies. In: *Journal of American Ethnic History*. Vol 33, number 3. 17 p.

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

Hansson, Lars. 2017. Att producera disciplinerade amerikaner och skötsamma svenskar... Ford English School för invandrare jämförd med Svenska för Invandrare. *Emigranternas Hus skriftserie 1*. Gothenburg. 22 p.

Hansson, Lars. 2010. Den glömda utvandringen i nytt ljus. In: *Samhällshistoria i fokus, vänbok till Lars Olsson*. Big bad Books, Malmö 2010. 7 p.

Hansson, Lars. 2008. Vägen till glasriket. In: Lundberg, Svante. & Platser, Ellinor.

Efterfrågad arbetskraft. Växjö. 27 p.

Harrisson, 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

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.

Phillips, Tove. 2014. *Etnicitet och kulturmöten*. Gleerups. 215 p. ISBN 978-91-40-67832-4

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

Åmark, Klas. 2013. Swedes and the refugees 1933–45. In: Byström, M. & Frohnert, P. *Reaching a State of Hope. Refugees, Immigrants and the Swedish Welfare System 1930–2000*. Nordic Academic Press. 15 p.

Material provided by the department, ca 200 p.

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

Harstad, Fredrik & Hostetter, Jenny (2016). *Boken om SFI. Erfarenheter, undervisning och organisation*. Gothia utbildning. 152 p. ISBN 978-91-88-09959-4

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

Hyltenstam, Kenneth & Lindberg, Inger (eds.). 2013. *Svenska som andraspråk – i forskning, undervisning och samhälle*. 2nd ed. Studentlitteratur. Ca 315 p. ISBN 978-91-44-07065-0

Kästen-Ebeling Gilda & Otterup, Tore (eds.). 2014. *En bra början – mottagande och introduktion för nyanlända elever*. Studentlitteratur. 164 p. ISBN 978-91-44-08486-2

Skolverket. 2011. *Läroplan Modersmål för grundskolan*. pp. 87–99. 12 p. ISBN 978-91-38325-41-4

Skolverket. 2011. *Kursplan Modersmål för gymnasiet*

Skolverket. 2012. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. 51 p. ISBN: 978-91-87115-64-6

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN 978-91-38325-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. p. 182–202. 20 p. ISBN 978-91-38325-94-0

Material provided by the department, ca 200 p.

Module 3. Grammar from the perspective of second-language learning, 7.5 credits

Ballardini, Kerstin, Stjärnlöf, Sune & Viberg, Åke. 1986. *Mål: svenska som främmande språk. Svensk grammatik: svensk grammatik på svenska*. Natur & Kultur. 171 p. ISBN 9127501493

Flyman Mattsson, Anna & Håkansson, Gisela. 2010. *Bedömning av svenska som andraspråk. En analysmodell baserad på grammatiska utvecklingsstadier*. Studentlitteratur. 124 p. ISBN 9789144058207

Holmberg, Per. 2019. Texters interpersonella grammatik. In: Holmberg, Per, Karlsson, Anna-Malin & Nord, Andreas (eds.) *Funktionell textanalys*. Norstedts. 97–113. ISBN 9789144131375

Johansson, Britt & Sandell Ring, Anniqa. 2015. *Låt språket bära. Genrepedagogik i praktiken*. Hallgren & Fallgren. 225–253. ISBN 9789173828758

Karlsson, Anna-Malin. 2019. Texters ideationella grammatik. In: Holmberg, Per, Karlsson, Anna-Malin & Nord, Andreas (eds.) *Funktionell textanalys*. Norstedts. 21–38. ISBN 9789144131375

Lövestam, Sara. 2016. *Input Grammatikundervisning – för sfi och sva*. Natur och Kultur. ISBN 9789127445642

Nord, Andreas. 2019. Text, register, genre, diskurs. In: Holmberg, Per, Karlsson, Anna-Malin & Nord, Andreas (eds.) *Funktionell textanalys*. Norstedts. 155–167. ISBN 9789144131375

Additional study material

Derewianka, Beverly. 2011. *A new grammar companion for teachers*. Petaa. 200 p. ISBN 9781875622900

Josefsson, Gunlög. 2010. *Svensk universitetsgrammatik för nybörjare*. Studentlitteratur. 150 p. ISBN 9789144052045

Josefsson, Gunlög. 2009. *Svensk universitetsgrammatik för nybörjare. Övningar med facit och kommentarer*. 2nd ed. Studentlitteratur. 205 p. ISBN 9789144052052

Rehnqvist, Gunilla & Svensson, Gudrun. 2011. *Lära om språk. Språkvetenskaplig introduktion – grundläggande termer och begrepp*. Gleerups. ISBN 9789140678003

Material provided by the department, ca 200 p.

Module 4. Phonetics and pronunciation teaching, 7.5 credits

Abrahamsson, Niclas. 2013. Fonologiska aspekter på andraspråksinläring och svenska som andraspråk. In: Hyltenstam, K. & Lindberg, I. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. 2nd ed. Studentlitteratur. 28 p.

Boyd, Sally & Bredänge, Gunlög. 2013. Attityder till brytning – exemplet med utländska lärare i svenska skolor. In: Hyltenstam, K. & Lindberg, I. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. 2nd ed. Studentlitteratur. 20 p.

Bodén, Petra. 2007. "Rosengårdssvensk" fonetik och fonologi". In: Ekberg, L. (ed.). *Språket hos ungdomar i en flerspråkig miljö i Malmö*. Småskrifter från Nordiska språk vid Lunds universitet. No 27. 47 p. Provided as a PDF file.

Johansson, Victoria, Carling, Gerd & Holmer, Arthur et.al. 2013. *Språket, människan*

och världen: människans språk 1–2. Studentlitteratur. Chapter 6. Provided as a PDF file.

Munro Murray J. 2008. Foreign accent and speech intelligibility. In: *Phonology and Second Language Acquisition*. John Benjamins Publishing Company. pp. 193–218 (25 p.).

Saito, Kazuya. 2012. Effects of Instruction of L2 Pronunciation Development: A Synthesis of 15 Quasi-Experimental Intervention Studies, *TESOL QUARTERLY*, 46:4. 10 p. Provided as a PDF file.

Thorén, Bosse. 2014. *Svensk fonetik för andraspråksundervisningen*. Vulkan. 102 p. ISBN 978-91-637-6378-6

Zetterholm, Elisabeth & Tronnier, Mechtild. 2017. *Perspektiv på svenskt uttal. Fonologi, brytning och didaktik*. Studentlitteratur. 152 p. ISBN 978-91-44-07529-7

Didactic literature

Rosenqvist Håkan. 2007. *Uttalsboken. Svenskt uttal i praktik och teori*. Natur & Kultur. 96 p.

Additional study material

Bruce, Gösta. 2010. *Vår fonetiska geografi*. Studentlitteratur. Chapters 2–5.

Engstrand, Olle. 2007. *Fonetik light*. Studentlitteratur.

Garlén Claes. 1988. *Svenskans fonologi*. Studentlitteratur. Chapter 4 and Appendix.

Riad, Tomas. 2014. *The phonology of Swedish*. Oxford Linguistics.

The World Atlas of Language Structures online, <http://wals.info/>

Material provided by the department, ca 50 p.