



Course syllabus

Board of Teacher Education

Department of Swedish Language

1SSÄ04 Svenska som andraspråk II - inriktning mot arbete i
gymnasieskolan, 30 högskolepoäng

Swedish as a Second Language II - for Upper Secondary 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

G1F

Date of Ratification

Approved 2011-10-18

Revised 2020-10-23 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2021

Prerequisites

Swedish as a second language I - for lower secondary school teachers, 1–30 credits
(1SSÄ01) or

Swedish as a second language I - for upper secondary school teachers, 1–30 credits
(1SSÄ02)

Objectives

Overall intended learning outcomes

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

- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- discuss, analyse and make subject-didactic choices in relation to the areas covered by the programme.

Overall objectives of the course

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

- conduct a linguistic typological analysis,
- analyse second-language learners' language production,
- account for reading and writing development in a second language,
- discuss how textbooks can be used to develop language and knowledge among

- multilingual pupils,
- construct assignments and make basic assessments of second-language learners' language production on the basis of current policy documents,
- discuss what multilingualism means for individuals and society, and demonstrate good knowledge of minority languages in Sweden,
- plan teaching of, about and by means of literature with multilingual pupils.

In addition, the following objectives apply:

Module 1. Theories of language development and linguistic typology, 4.5 credits

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

- account for the main trends in Swedish and international research on language development,
- analyse second-language learners' language production,
- analyse a language of their own choice from a typological perspective,
- apply theories of language development and language typology on their own empirical material.

Module 2. Reading, writing and learning in a second language, 7.5 credits

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

- account for reading and writing development in a second language,
- justify teaching didactically in relation to development of vocabulary and literacy,
- analyse and evaluate the level of difficulty of textbooks, in terms of second-language learners' language proficiency.

Module 3. Assessment and grading in Swedish as a second language, 3 credits

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

- account for syllabi and current policy documents for second-language learners,
- construct and justify examining assignments in relation to policy documents,
- assess second-language learners' written and oral language production in accordance with policy documents.

Module 4. Multilingualism, 7.5 credits

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

- account for the significance of multilingualism for individuals, groups and society,
- adopt critical perspectives on ways of working with multilingual pupils in school that develop language and knowledge,
- describe and discuss the status of official and unofficial minority languages in Sweden,
- problematise normative discourses concerning monolingualism and multilingualism,
- apply advanced theoretical and didactic perspectives to multilingual pupils' language development.

Module 5. Literature didactics, 7.5 credits

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

- interest and discuss texts from different literary genres, problematise the

- interpret and discuss texts from different literary genres, problematise the concept of literary genres, and present basic genre theory,
- account for the significance of literary competence for multilingual pupils in relation to policy documents,
- justify choices of literary texts adapted to multilingual pupils' language proficiency and progression, and account for differences between teaching literature, teaching about literature, and teaching by means of literature,
- discuss and problematise contemporary literature in terms of socio-economic status, gender and ethnicity,
- apply basic subject-related theories and terminology to literature-didactic problems.

Content

Professional basis and professional progression

The students develop subject-knowledge acquired during their previous course and relate this to language-didactic research questions, and thereby continue to develop the professional basis and professional progression necessary to work as a subject teacher in Swedish schools.

Scientific approach and scientific progression

The students develop their scientific approach through in-depth subject studies in which they practise critical approaches to knowledge and theories acquired in the programme.

Module 1. Language development and linguistic typology, 4.5 credits

This module gives an overview of different theories of language development, focusing on second-language development. Theoretical concepts such as *developmental stages*, *transfer* and *marking* are discussed and problematised. The module also discusses the influence of different background factors on second-language development. At the end of the module, there is an analysis of a second-language learner's language production and a linguistic-typological overview, as well as individual study of the grammatical structure of a language of the student's own choice.

Module 2. Reading, writing and learning in a second language, 7.5 credits

This module is about children's and adults' second-language literacy (reading and writing) development. The module discusses second-language learners' meetings with textbook texts and language in school, as well as ways of working that develop knowledge and language in the multilingual classroom.

Module 3. Assessment and grading in Swedish as a second language, 3 credits

In this module the students develop theoretical and practical knowledge of grading and assessment in the subject of Swedish as a second language. Current policy documents and different kinds of oral and written assessment material are studied. The connections between objectives, content, assessment and grading are discussed.

Module 4. Multilingualism, 7.5 credits

This module discusses aspects of multilingualism, language preservation and Swedish language policies. Multilingualism in Swedish school is discussed from an international, comparative perspective. Didactic approaches to working with multilingual pupils are discussed.

Module 5. Literature didactics, 7.5 credits

This module discusses fiction and its functions and circumstances, from historical as well as contemporary perspectives. The module gives a basic introduction to literary analysis, literary genre theory and theoretical perspectives on the meeting between a text and multilingual readers. The literature studied is discussed in terms of socio-economic status, gender and ethnicity. The role of literature in today's teaching is discussed from the point of view of literature-didactic research. Focus lies on illustrating possibilities with and differences between teaching literature, teaching about literature, and teaching by means of literature, as well as on what the traditional literature canon has looked like in Swedish school, and how the concept of canon is discussed today.

Participation in group discussions and seminar exercises is compulsory.

Type of Instruction

Teaching is delivered in the form of lectures and compulsory 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 in writing when the course starts.

Module 1, *Language development and linguistic typology*, is examined through a take-home examination.

Module 2, *Reading, writing and learning in a second language*, is examined through written assignments (1.5 credits) and a written examination (6 credits).

Module 3, *Assessment and grading in Swedish as a second language*, is examined through a take-home examination.

Module 4, *Multilingualism*, is examined through assignments (1.5 credits) and a written examination (6.0 credits).

Module 5, *Literature didactics*, is examined through assignments (1.5 credits) and a written examination (6.0 credits).

In order to receive the grade of Pass with Distinction for the whole course, the student must have received the grade of Pass with Distinction for at least 19.5 credits.

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.

Required Reading and Additional Study Material

Literature for all modules:

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*. pp. 182–202. 20 p. ISBN 978-91-38325-94-0

Svenska skrivregler utgivna av Svenska språknämnden. 2017. 4th ed. Stockholm: Liber. 312 p. ISBN: 978-91-47-1114-7

Module 1. Language development and linguistic typology, 4.5 credits

Abrahamsson, Niclas. 2009. *Andraspråksinläring*. Studentlitteratur. pp. 1-151. 150 p. ISBN 978-91-44-01995-6

Andersson, Lars-Gunnar. 1993. *Språktypologi och språksläktskap*. Skriptor. 68 p. ISBN 91-47-05118-3

Ballardini, Kerstin, Stjärnlöf, Sune & Viberger, Åke. 1993. *Svensk grammatik på svenska*. Natur & Kultur. 180 p. ISBN 91-27-50149-3

Blomström, Vendela & Wennerberg, Jeanna. (2015). *Akademiskt läsande och*

skrivande. Studentlitteratur. 202 p. ISBN 978-91-44092-54-6.

Dahl, Östen. 1979. "Negationens typologi". In: Hyltenstam, Kenneth (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 109–120. 11 p. ISBN 91-40-30181-8

Ekerot, Lars-Johan. 2011. *Ordföljd, tempus och bestämdhet: föreläsningar om svenska som andraspråk*. Gleerups. 186 p. ISBN 91-40-67153-4

Hammarberg, Björn. 2013. "Teoretiska ramar för andraspråksforskning". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 27-74. 47 p. ISBN 978-91-44-07065-0

Hyltenstam, Kenneth. 1979. "Kontrastiv analys, språktypologi och språkinläring". In: Hyltenstam, Kenneth. (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 11–40. 30 p. ISBN 91-40-30181-8

Håkansson, Gisela. 2012. "Att lära sig svenska i Malmö, Jyväskylä eller Melbourne. Om andraspråk och främmandespråk". In: Olofsson, Mikael. (ed.). *Lärrrollen i svenska som andraspråk*, Nationellt centrum. Stockholm: Sigma Förlag. 58–70

Källström, Roger. 2012. *Svenska i kontrast. Tvärspråkliga perspektiv på svensk grammatik*. Studentlitteratur. 208 p. ISBN 978-91-44-05573-2

Philipsson, Anders. 2013. "Svenskans morfologi och syntax i ett andraspråksperspektiv". In: Hyltenstam, Kenneth & Lindberg, Inger (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 121-145. 24 p. ISBN 978-91-44-07065-0

Tingbjörn, Gunnar. 1979. "Kontrastiv minigrammatik". In: Hyltenstam, Kenneth. (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 41-78. 38 p. ISBN 91-40-30181-8

Material provided by the department, ca 20 p.

Module 2. Reading, writing and learning in a second language, 7.5 credits

Blomström, Vendela & Wennerberg, Jeanna. (2015). *Akademiskt läsande och skrivande*. Studentlitteratur. 202 p. ISBN 978-91-44092-54-6

Cummins, Jim. 2017. *Flerspråkiga elever. Effektiv undervisning i en utmanande tid*. Natur & Kultur. pp. 89–120. ISBN 978-91-27-81875-0

Danielsson, Kristina. 2013. "Multimodalt meningskapande i klassrummet". In: Wedin, Åsa & Hedman, Christina. (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 169-185. 16 p. ISBN 978-91-44080-52-9

Engblom, Charlotte. 2013. "Medier, flerspråkighet och multimodal texthantering". In: Wedin, Åsa & Hedman, Christina. (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 189–205. 16 p. ISBN. 978-91-44-08052-9
Franker, Qarin. 2013. "Att utveckla litteracitet i vuxen ålder – alfabetisering i en flerspråkig kontext". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 771-805. 34 p. ISBN 978-91-44-07065-0

Hedman, Christina. 2012. "Flerspråkig elev – med dyslexi?" In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 98–123. 25 p. ISBN 978-91-27-42172-1

Hedman, Christina. 2012. "Läsutveckling hos flerspråkiga elever". In: Salameh, Eva-

Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 78–95. 17 p. ISBN 978-91-27-42172-1

Kuyumcu, Eija. 2013. "Genrepedagogik som verktyg i språk och kunskapsutvecklande undervisning och lärande". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 605–628. 23 p. ISBN 978-91-44-07065-0

Ladegaard, Uffe. 2013. "Att se sig själv i skriftspråket – flerspråkigheten som resurs i den tidiga litteracitetsundervisningen". In: Wedin, Åsa, & Hedman, Christina. (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 45-65. 20 p. ISBN 978-91-44-08052-9

Magnusson, Ulrika. 2013. "Skrivande på ett andraspråk". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 633-657. 22 p. ISBN 978-91-44-07065-0

Nygård Larsson, Pia. 2013. "Text, språk och lärande i naturvetenskap". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 579-601. 22 p. ISBN 978-91-44-07065-0

Prentice, Julia & Sköldberg, Emma. 2013. "Flerordsenheter – ur ett andraspråksperspektiv". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 197–216. 19 p. ISBN 978-91-44-07065-0

Schmidt Carina. 2013. "'Sen tittade jag och tittade jag. Sen blev den jättebra'. Elevnära texter och strategier för läsförståelsen". In: Wedin, Åsa & Hedman, Christina. (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 93-117. 24 p. ISBN 978-91-44-08052-9

Didactic literature

Eklund, I. (2016). *Webbaserad alfabetisering*. (1st ed.) Stockholm: Natur & Kultur.

Enström, Ingegerd. 2016. *Ordens värld: Svenska ord – struktur och inläring*. Hallgren & Fallgren. 111 p. ISBN 978-91-7382-888-8

Enström, Ingegerd. 2013. "Ordförråd och ordinläring – med särskilt fokus på avancerade inlärare". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Studentlitteratur. pp. 169-192. 23 p. ISBN 978-91-44-07065-0

Gibbons, Pauline. 2010. *Lyft språket, lyft tänkandet: språk och lärande*. Hallgren & Fallgren. 214 p. ISBN 978-91-7382-848-2

Hajer, Maike & Meestringa, Theun. 2014. *Språkinriktad undervisning: En handbok*. Hallgren & Fallgren. 215 p. ISBN 917-38-2838-6

Roe, Astrid. 2014. *Läsdidaktik. Efter den första läsinläringen*. Gleerups. pp. 15–191. 176 p. ISBN 978-91-40-68582-7

Material provided by the department, ca 50 p.

Module 3. Assessment and grading in Swedish as a second language, 3 credits

Blomström, Vendela & Wennerberg, Jeanna. (2015). *Akademiskt läsande och skrivande*. Studentlitteratur. 202 p. ISBN 978-91-44-09254-6

Borgström, E., & Ledin, P. (2014). "Bedömarvariation: Balansen mellan teknisk och hermeneutisk rationalitet vid bedömning av skrivprov." *Språk & stil*, (24), 133–165.

Ellis, Rod & Barkhuizen, Gary. 2005. *Analyzing learner language*. Oxford university press. Oxford. pp. 139–164. 25 p.

Didactic literature

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Fritzes. 37 p. ISBN 978-91-87-11574-5

Skolverket. 2017. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7–9 och i gymnasieskolan*. 122 p. ISBN 978-91-75-59276-3

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Fritzes. 58 p. ISBN 978-91-87-11564-6

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. Fritzes. pp. 239–257. 18 p. ISBN 978-91-38-32541-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. Fritzes. pp. 182–202. 20 p. ISBN 978-91-38-32594-0

Skolverket. 2012. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. Fritzes. 51 p. ISBN 978-91-86-52954-3

William, Dylan. 2013. *Att följa lärande: formativ bedömning i praktiken*. Studentlitteratur. 200 p. ISBN 978-91-44-08369-8

Material provided by the department, 150 p.

Module 4. Multilingualism, 7.5 credits

Bergström, Göran & Boréus, Kristina (eds.) 2018. *Textens mening och makt: metodbok i samhällsvetenskaplig text- och diskursanalys*. Studentlitteratur. pp. 221–237. ISBN 978-91-44-11792-8. (Provided by the department.)

Bultena, Sybrine, Dijkstra Ton & van Hell, Janet G. 2015. "Switch cost modulations in bilingual sentence processing: evidence from shadowing." *Language, Cognition and Neuroscience* 30(5). pp. 586–605.

Börestam, Ulla & Huss, Leena. 2001. *Språkliga möten: Tvåspråkighet och kontaktlingvistik*. Studentlitteratur. 129 p. ISBN 978-91-44-01845-2

Charalambous, Panayiota, Charalambous, Constadina & Zembylas, Michalinos. 2016. "Troubling translanguaging: language ideologies, superdiversity and interethnic conflict". *Applied Linguistics Review*, 7(3), 327–352.

Håkansson, Gisela. 2019. *Tvåspråkighet hos barn i Sverige*. 2nd ed. Studentlitteratur. 189 p. ISBN 978-91-44-11629-7

Jonsson, Carla. 2010. "Makt och identitetsrelaterade funktioner i kodväxling". In: Musk, Nigel & Wedin, Åsa (eds.). *Flerspråkighet, identitet och lärande: skola i ett föränderligt samhälle*. Studentlitteratur. pp. 127-143. 16 p. ISBN 978-91-44-05986-0

Salameh, Eva-Kristina. 2012. *Flerspråkighet i skolan*. Natur & Kultur. 136 p. (selection). ISBN 978-91-27-42172-1

Skollagen, S. F. S. 2010. 800. Stockholm: Utbildningsdepartementet. (available online).

Skolverket. 2013. *Studiehandledning på modersmålet – att stödja kunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial.* 58 p. ISBN: 978-91-75-59046-2

SOU 2017:91. *Nationella minoritetsspråk i skolan – förbättrade förutsättningar till undervisning och revitalisering.* Betänkande av Utredningen förbättrade möjligheter för elever att utveckla sitt nationella minoritetsspråk. Stockholm. (available online).

Spetz, Jennie. 2014. *Debatterad och marginaliserad. Perspektiv på modersmålsundervisningen.* Språkrådet. 54 p. ISBN: 978-91-86-95916-6

Svensson, G. (2017). *Transspråkande i praktik och teori.* Natur & Kultur. 244 p. ISBN: 978-91-27-81820-0

Svensson, Gudrun, Rosén, Jenny, Straszer, Boglárka & Wedin, Åsa. (2018). *Greppa flerspråkigheten: en resurs i lärande och undervisning.* Skolverket. ISBN 978-91-75-59316-6

Svensson, Gudrun. & Torpsten, Ann-Christin. 2013. "Makt och litteracitet. Modersmålslärare skriver om modersmålsundervisning". In: Skjelbred, Dagrun & Veum, Aslaug (eds.). *Literacy i læringskontekster.* Oslo: CappelenDamm Akademisk. 10 p. ISBN 978-82-02-40598-4

Material provided by the department, 200 p.

Module 5. Literature didactics, 7.5 credits

Academic literature

Andersson, Maria & Druker, Elina (eds.). 2017. *Mångkulturell barn- och ungdomslitteratur.* Studentlitteratur pp. 127–144, 181–197, 251–264. 46 p. ISBN 978-91-4411181-0

Bergman, Lotta. 2014. "Textval i en global värld". In: Boglind, A., Holmberg, P. & Nordenstam, A. (eds.) *Mötesplatser – texter för svenskämnet.* Studentlitteratur. Studentlitteratur. pp. 245–264. 19 p. ISBN 978-91-4407780-2

Bergsten, Staffan & Lars Ellerström. 2004. *Litteraturhistoriens grundbegrepp.* Studentlitteratur. 234 p. ISBN 978-91-44-04255-8

Heith, Anne. 2006. *Texter – medier – kontexter: introduktion till textanalys i svenskundervisningen på grundskolan och i gymnasiet.* Studentlitteratur. 279 p. ISBN 978-91-44-04515-3

Molloy, G. (2008). *Reflekterande läsning och skrivning* (2nd rev. ed.). Lund: Studentlitteratur. ISBN: 978-91-44-03831-5

Persson, Magnus. 2012. "Läsning i skolan – och läsning i den högre skolan". In: Carlsson, Ulla & Jenny Johannisson (eds.) *Läsarnas marknad, marknadens läsare. En forskningsantologi.* SOU 2012: 10. 10 p. (available online).

Articles provided by the department, ca. 100 p.

Didactic literature

Landmark, Dan & Ingrid Wiklund. 2012. *Litteraturen, språket, världen: andraspråksperspektiv på litteraturundervisning.* Studentlitteratur. 150 p. ISBN

978-91-44-06025-5

Langer, A. Judith. 2005. *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Daidalos. 171 p. ISBN 978-91-71-73226-8

Molloy, Gunilla. 2011. *Selma Lagerlöf i mångfaldens klassrum*. Studentlitteratur. 176 p. ISBN 978-91-44-05937-2

Fiction

Abouet, Marguerite. 2010. *Aya från Yopougon*. Papamoscas bokförlag. 100 p.

Bylock, Maj. (1997). *Drakskeppet*. Stockholm: Rabén & Sjögren. 110 p.

Khemiri, Jonas Hassen. *Ett öga rött*. Any edition. 252 p.

Laestadius Ann-Helen. 2013. *SMS från Soppero*. Rabén & Sjögren. 135 p.

Storck, Åsa. 2015. *Mitt rätta namn*. Vilja förlag. 40 p.

Wahldén, Christina. 2016. *Konserten*. Vilja förlag. 65 p.

Short stories provided by the department, ca. 70 p.