



Course syllabus

Board of Teacher Education

Department of Swedish Language

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

1SSÄ04 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 2023-11-08 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2024

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) or the equivalent.

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 the 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 the second language,
- justify teaching didactically in relation to development of vocabulary and literacy,
- analyse and evaluate the level of difficulty of textbooks relative to 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:

- interpret and discuss fiction texts from different literary genres, problematise the concept of literary genre, and present basic genre theory,
- account for the meaning 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; in doing so, they 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, a second-language learner's language production will be analysed, and there will be a survey of linguistic typology, 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 concerns 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 and content, as well as between 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 also lies on pointing out 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 this grade 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:

Blomström, Vendela, & Wennerberg, Jeanna. Senaste upplagan. *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 s. ISBN: 978-91-44092-54-6.

Skolverket. The latest edition. *Läroplan Svenska som andraspråk för grundskolan*. Ca 18 pages.

Skolverket. The latest edition. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182–202. 20 p.

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

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. 2001. *Språktypologi och språksläktskap*. Stockholm: Liber. 95 p. ISBN: 978-91-47-05118-2.

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

Flyman Mattsson, Anna. 2021. *Andraspråkets grammatik*. Lund: Studentlitteratur. ISBN: 9789144129129. 224 p.

Källström, Roger. 2012. *Svenska i kontrast. Tvärspråkliga perspektiv på svensk grammatik*. Lund: 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*. Lund: Studentlitteratur. pp. 121-145. 24 p. ISBN: 978-91-44-07065-0.

Tingbjörn, Gunnar. 1979. "Kontrastiv minigrammatik". In: Hyltenstam, Kenneth. (ed.). *Svenska i invandraperspektiv*. Stockholm: 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

- Bergh Nestlog, Ewa & Danielsson, Kristina. 2020. *Textskapande i grundskolan. Utveckla funktionella skrivpraktiker*. Lund: Studentlitteratur. 197 p. ISBN: 978-91-44-12202-1.
- Cummins, Jim. 2017. *Flerspråkiga elever. Effektiv undervisning i en utmanande tid*. Stockholm: 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*. Lund: 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*. Lund: Studentlitteratur. pp. 189–205. 16 p. ISBN: 978-91-44-08052-9.
- Flyman Mattsson, Anna. 2021. *Andraspråkets grammatik*. pp. 21–46. Lund: Studentlitteratur. ISBN: 9789144129129.
- Hedman, Christina. 2012. "Läsutveckling hos flerspråkiga elever". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Stockholm: Natur & Kultur. pp. 78–95. 17 p. ISBN: 978-91-27-42172-1.
- Hedman, C., & Magnusson, U. 2017. "Samtal om lärobokstext på två språk: Textsamtalets stöttande funktion för spansk-svensktalande ungdomar med och utan uppfattade läshinder". *Nordand*, 12(1), 23–44.
- 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*. Lund: Studentlitteratur. pp. 605– 628. 23 p. ISBN: 978-91-44-07065-0.
- Magnusson, Ulrika. 2013. "Skrivande på ett andraspråk". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: 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*. Lund: 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*. Lund: 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*. Lund: Studentlitteratur. pp. 93-117. 24 p. ISBN: 978-91-44-08052-9.

Didactic literature

Enström, Ingegerd. 2020. *Ordens värld: Svenska ord – struktur och inläring*. Lund: Studentlitteratur. 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*. Lund: Studentlitteratur. pp. 169-192. 23 p. ISBN: 978-91-44-07065-0.

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

Visén, Pia & Halleson, Yvonne. 2019. *Att arbeta med yrkes- och ämnestexter i gymnasieskolan: En didaktisk handbok*. Stockholm: Natur & Kultur. 186 p. ISBN: 9789127819825.

Material provided by the department, ca 50 p.

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

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

Didactic literature

Skolverket. The latest edition. *Bedömning och betygssättning i gymnasieskolan*. Stockholm: Fritzes. 37 p.

Skolverket. The latest edition. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7–9 och i gymnasieskolan*. 122 p.

Skolverket. The latest edition. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Stockholm: Fritzes. 58 p.

Skolverket. The latest edition. *Läroplan Svenska som andraspråk för grundskolan*. Stockholm: Fritzes. pp. 239–257. 18 p.

Skolverket. The latest edition. *Läroplan Svenska som andraspråk för gymnasiet*. Stockholm: Fritzes. pp. 182–202. 20 p.

Skolverket. The latest edition. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. Stockholm: Fritzes. 51 p.

Material provided by the department, 150 p.

Module 4. Multilingualism, 7.5 credits

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

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.

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

Håkansson, Gisela. 2019. *Tvåspråkighet hos barn i Sverige*. 2nd ed. Lund: 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*. Lund: Studentlitteratur. pp. 127-143. 16 p. ISBN: 978-91-44-05986-0.

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

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

Milani, Tommaso & Salö, Linus. 2023. *Sveriges nationella minoritetsspråk: nya språkpolitiska perspektiv*. Lund: Studentlitteratur. ISBN: 978-91-44-15504-3.

Skollagen, S. F. S. 2010. 800. Stockholm: Utbildningsdepartementet. In selection. (Available online).

Skolverket. The latest edition. *Studiehandledning på modersmålet – att stödja kunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial*. 58 p.

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. In selection, ca 240 pages. (Available online).

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

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

Svensson, Gudrun. 2017. *Transspråkande i praktik och teori*. Stockholm: 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. 158 p. ISBN: 978-91-75-59316-6.

Svensson, Gudrun. & Torpsten, Ann-Christin. 2013. "Makt och litteracitet.

Modersmåslärare 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*. Lund: 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*. Lund: Studentlitteratur. Studentlitteratur. pp. 245–264. 19 p. ISBN: 978-91-4407780-2.

Heith, Anne. 2006. *Texter – medier – kontexter: introduktion till textanalys i svenskundervisningen på grundskolan och i gymnasiet*. Lund: Studentlitteratur. 150 p. ISBN: 978-91-44-04515-3.

Ingemansson, Mary. 2020. Lärande genom skönlitteratur. *Djupläsning, förståelse, kunskap*. In selection (ca 50 p.). Lund: Studentlitteratur. ISBN: 978-91-44-13617-2.

Langer, A. Judith. 2005. Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse. Göteborg: Daidalos. 190 p. ISBN: 978-91-71-73226-8.

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

Nordenstam, Anna & Olin-Scheller, Christina. 2022. Lättläst: Bokmarknad, ungdomslitteratur, skola. In selection (ca 50 p.) Möklinta: Gidlunds förlag. ISBN: 978-91-78-44499-1.

Nordenstam, Anna. 2020. ”Litteraturdidaktik”. In: Schottenius Cullberg, Sigrid, Hedberg, Andreas & Svedjedal, Johan. (eds.). *Litteraturvetenskap II*. Lund: Studentlitteratur. pp. 69–88. (20 p.). ISBN: 978-91-44-13625-7.

Articles provided by the department, ca. 100 p.

Fiction

Asaad, Arkan. *Stjärnlösa nätter*. Optional edition.

Laestadius, Ann-Helen. *SMS från Soppero*. Optional edition

Moberg, Vilhelm. *Utvandrarna*. Optional edition.

Söderberg, Hjalmar. *Pälsen*. (Provided by the department.)

Söderberg, Hjalmar. *Pälsen*. Lättläst. Vilja förlag. 16 p.

Tranströmer, Tomas. Några dikter. (Provided by the department.)

Fiction will be added in the form of two novels chosen in consultation with the teacher as well as short stories provided by the department, ca 100 p.

List of references

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