



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 2017-05-31 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2018

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

Objectives for the course as a whole

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 and analyse subject-didactic attitudes in relation to the areas covered by the programme.
- conduct a contrastive language analysis,
- account for reading and writing development in a second language,
- construct and conduct interlanguage analyses on adult second-language learners,
- discuss how textbooks can be understood by second-language pupils, with varied levels of support,
- make assessments of second-language learners' written production on the basis of current policy documents,
- discuss what bilingualism means for individuals, and demonstrate good knowledge of existing minority languages in Sweden,
- discuss how working with literature can support second-language learners'

language development.

Module 1. Interlanguage development and linguistic typology, 4.5 credits

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

- account for current Swedish and foreign research on interlanguage,
- conduct interlanguage analyses on second-language learners' texts,
- conduct language analyses on second-language learners' texts from contrastive and linguistic-typological perspectives.

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,
- account for ways in which second-language learners' vocabulary learning can be supported,
- account for how literacy-oriented and subject-based teaching can be conducted,
- analyse schools' texts and textbooks to develop knowledge of how the choice of texts can be adapted to pupils' level of knowledge.

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 pupils,
- account for different ways to assess second-language learners' written production,
- account for how tests for second-language learners can be structured on the basis of current policy documents.

Module 4. Bilingualism, 7.5 credits

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

- account for what bilingualism means for individuals and society,
- account for ways in which Swedish schools can make use of the advantage of having multilingual pupils,
- demonstrate knowledge of the minority languages in Sweden.

Module 5. Literature didactics, 7.5 credits

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

- interpret and discuss literary texts from various genres, problematise the concept of genre and present basic genre theory,
- in speech and writing discuss questions on what reading fiction entails and how teaching about, in and through literature can be conducted,
- account for differences between teaching about, in and through literature,
- apply and account for basic theories and terminology in the subject,
- in speech and writing present, analyse and discuss contemporary literature from the perspectives of class, gender and ethnicity,
- in speech and writing discuss questions concerning literary competence, adaptation and progression in literature teaching on the basis of policy documents and literature-didactic theory and research.

Content

The theoretical content of the course is related to the work carried out in schools through field-studies.

Module 1. Interlanguage development and linguistic typology, 4.5 credits

This module includes a comparison of various theories on first- and second-language learning, and of strategies in second-language learning and usage. The module discusses the influence of the first language and other background factors on the development of a second language, and what effects this has on teaching. The module also includes an interlanguage analysis and an introduction to linguistic typology, as well as individual studies of an immigrant language of the student's own choice in comparison to Swedish.

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

This module discusses children's and adults' second-language reading and writing development, as well as issues concerning literacy. The module also discusses second-language learners' meetings with texts, textbooks and language in school, as well as language and ways of working to develop the pupils' knowledge in a 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 various oral and written tests are studied. The connections between objectives, content, assessment and grading are discussed.

Module 4. Bilingualism, 7.5 credits

This module discusses issues concerning bilingualism as well as language preservation and language policies. The module also discusses bilingualism in Swedish schools from an international, comparative perspective, as well as the goal to develop bilingualism in Swedish schools. The effects of bilingualism, such as code-switching and transfer, are discussed.

Module 5. Literature didactics, 7.5 credits

This module discusses fiction and its functions and conditions, from historical and contemporary perspectives. The module includes a basic introduction to literary analysis, genre theory and theoretical perspectives on what happens in the meeting between a text and its reader. The students read and discuss literature in relation to perspectives of class, gender and ethnicity. The role of literature in today's school is discussed on the basis of literature-didactic research. The module also focuses on illustrating possibilities in and differences between teaching about, in and through literature, as well as what a 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.

Professional basis and professional progression

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

Scientific approach and scientific progression

The students develop their scientific approach through in-depth subject-studies and strengthen their scientific progression through an independent project.

Type of Instruction

Teaching is delivered in the form of lectures, 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 when the course starts.

The course is examined through written and oral tests, an independent project and seminars.

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 this grade for at least 18 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. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Module 1. Interlanguage development and linguistic typology, 4.5 credits

Abrahamsson, Niclas. 2009. *Andraspråksinläring*. Studentlitteratur. pp. 53-107. 54 p. ISBN 9789144019956

Andersson, Lars-Gunnar. 1993. *Språktypologi och språksläktskap*. Skriptor. 68 p. ISBN 9147051183

Ballardini, Kerstin, Stjärnlöf, Sune & Viberg, Åke. 1993. *Svensk grammatik på svenska*. Natur & Kultur. 180 p. ISBN 9127501493

Dahl, Östen. 1979. "Negationens typologi". In: Hyltenstam, Kenneth (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 109–120. 11 p. ISBN 9140301818

Ekerot, Lars-Johan. 2011. *Ordföljd, tempus och bestämdhet: föreläsningar om svenska som andraspråk*. Gleerups. 186 p. ISBN 9140671534

Hammarberg, Bo. 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 9789144070650

Hyltenstam, Kenneth. 1979. "Kontrastiv analys, språktypologi och språkinläring". In: Hyltenstam, Kenneth. (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 11–40. 30 p. ISBN 9140301818

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

Kotsinas, Ulla-Britt. 2005. *Invandrarsvenska*. Hallgren & Fallgren. 246 p. ISBN 91 73827959

Källström, Roger. 2012. *Svenska i kontrast. Tvärspråkliga perspektiv på svensk grammatik*. Studentlitteratur. 208 p. ISBN 9789144055732

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 9789144070650

Strömqvist, Siv. 2010. *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. Hallgren & Fallgren. 142 p. ISBN 978 9173828529

Svenska skrivregler. Språkrådet. 2008 or later edition. Liber. 263 p.

Tingbjörn, Gunnar. 1979. "Kontrastiv minigrammatik". In: Hyltenstam, Kenneth. (ed.). *Svenska i invandrarperspektiv*. Liber. pp. 41-78. 38 p. ISBN 9140301818

Material provided by the department, ca 20 p.

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

Danielsson, Kristina. 2013. "Multimodalt meningskapande i klassrummet". In: Wedin, Åsa & Hedman, Christina (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 169–185. 16 p. ISBN. 9789144080529

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. 9789144080529

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 9789144070650

Hedman, Christina. 2012. "Flerspråkig elev – med dyslexi?" In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 98–123. 25 p. ISBN 9789127 421721

Hedman, Christina. 2012. "Läsutveckling hos flerspråkiga elever". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 78–95. 17 p. ISBN 97891 27421721

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 9789144070650

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: 9789144080529

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 9789144070650

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 9789144 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 9789144070650

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. 9789144080529

Strömquist, Siv. 2010. *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. Hallgren & Fallgren. 142 p. ISBN 9173828165

Didactic literature

Enström, Ingegerd. 2016. *Ordens värld: Svenska ord – struktur och inläring*. Hallgren & Fallgren. 111 p. ISBN 9789173828888

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 9789144070650

Gibbons, Pauline. 2010. *Lyft språket, lyft tänkandet: språk och lärande*. Hallgren & Fallgren. 214 p. ISBN 9789173828482

Hajer, Maike & Meestringa, Theun. 2010. *Språkinriktad undervisning: En handbok*. Hallgren & Fallgren. 164 p. ISBN 9173828386

Mörling, Margareta. 2007. *Att undervisa analfabeter. Från det konkreta till det abstrakta*. Natur&Kultur. pp. 6–111. 105 p. ISBN 9789127722859

Roe, Astrid. 2014. *Läsdidaktik. Efter den första läsinläringen*. Gleerups. pp. 15–191. 176 p. ISBN 9789140685827

Material provided by the department, ca 50 p.

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

Salameh, Eva-Kristina. 2012. “Språklig bedömning av flerspråkiga skolbarn”. In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 56–76. 20 p. ISBN 9789127421721

Salameh, Eva-Kristina. 2012. “Språkliga resultat vid tvåspråkig undervisning”. In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 216–236. 20 p. ISBN 9789127421721

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Fritzes. 37 p. ISBN 9789187115745

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Fritzes. 58 p. ISBN 9789186529543

Skolverket. 2012. *Läroplan för vuxenutbildningen*. Fritzes. 10 p. ISBN 9789187115806

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. Fritzes. pp. 239–257. 18 p. ISBN 9789138325414

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. Fritzes. pp. 182–202. 20 p. ISBN 9789138325940

Strömquist, Siv. 2010. *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. Hallgren & Fallgren. 142 p. ISBN 9789173828529

Svenska skrivregler. Språkrådet. 2008 or later edition. Liber. 263 p.

Didactic literature

Hajer, Maike & Meestringa, Theun. 2010. *Språkinriktad undervisning: En handbok*. Hallgren & Fallgren. pp. 135–166. 31 p. ISBN 9173828386

Skolverket 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. 58 p.

Roe, Astrid. 2014. *Läsdidaktik. Efter den första läsinläringen*. Gleerups. pp. 195–253. 58 p. ISBN 9789140685827

Material provided by the department, 150 p.

Module 4. Bilingualism, 7.5 credits

Börestam, Ulla & Huss, Leena. 2001. *Språkliga möten: Tvåspråkighet och kontaktlingvistik*. Studentlitteratur. 129 p. ISBN 9144018452

Håkansson, Gisela. 2003. *Tvåspråkighet hos barn i Sverige*. Studentlitteratur. 192 p. ISBN 9144030703

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 9789144059860

Salameh, Eva-Kristina. 2012. "Flerspråkig utveckling". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 27–52. 25 p. ISBN 9789127421721

Salameh, Eva-Kristina. 2012. "Språkliga resultat vid tvåspråkig undervisning". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 216–236. 20 p. ISBN 9789127421721

Salameh, Eva-Kristina & Tvingstedt, AnnaLena. 2012. "Läs och kunskapsutveckling vid tvåspråkig undervisning". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 239–261. 22 p. ISBN 9789127421721

Sandell, Anna. 2012. "Elever berättar om undervisning på arabiska och svenska". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 196–213. 17 p. ISBN 9789127421721

Skolverket. 2008. *Med annat modersmål – elever i grundskolan och skolans verksamhet. Rapport 321*. 64 p.

Skolverket. 2013. *Studiehandledning på modersmålet – att stödja kunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial*. 58 p.

Spetz, Jennie. 2014. *Debatterad och marginaliserad. Perspektiv på modersmålsundervisningen*. Språkrådet. 54 p. ISBN: 9789186959166

Svensson, Gudrun. & Torpsten, AnnChristin. 2013. "Makt och litteracitet. Modersmåls lärare skriver om modersmålsundervisning". In: Skjelbred, Dagrun & Veum, Aslaug (eds.). *Literacy i læringskontekster*. Oslo: CappelenDamm Akademisk. 10 p. ISBN 9788202405984

Tvingstedt, Anna-Lena. 2012. "Föräldrars syn på tvåspråkig undervisning". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 175–193. 18 p. ISBN 9789127421721

Wigerfelt, Berit. 2012. "Skolledarnas syn på tvåspråkig undervisning". In: Salameh, Eva-

Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 131–152. 21 p. ISBN 978 9127421721

Wigerfelt, Berit & Morgan, Eva. 2012. "Lärarnas syn på tvåspråkig undervisning". In: Salameh, Eva-Kristina. (ed.). *Flerspråkighet i skolan*. Natur & Kultur. pp. 158–174. 16 p. ISBN 9789127421721

Material provided by the department, 150 p.

Module 5. Literature didactics, 7.5 credits

Bergsten, Staffan & Lars Ellerström. 2004. *Litteraturhistoriens grundbegrepp*. Studentlitteratur. 234 p. ISBN 9789144042558

Heith, Anne. 2006. *Texter – medier – kontexter: introduktion till textanalys i svenskundervisningen på grundskolan och i gymnasiet*. Studentlitteratur. 279 p. ISBN 9789144045153

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).

Strömqvist, Siv. 2010. *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. Hallgren & Fallgren. 142 p. ISBN 9789173828529

Svenska skrivregler. Språkrådet. 2008 or later edition. Liber. 263 p.

Articles provided by the department, ca. 150 p.

Didactic literature

Landmark, Dan & Ingrid Wiklund. 2012. *Litteraturen, språket, världen: andraspråksperspektiv på litteraturundervisning*. Studentlitteratur. 150 p. ISBN 9789144060255

Molloy, Gunilla. 2011. *Selma Lagerlöf i mångfaldens klassrum*. Studentlitteratur. 176 p. ISBN 9789144059372

Fiction

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

Nordin, Sofia, *Snöstormen*. Any edition. 82 p.

Wallin, Birgitta & Tomas Löfström (eds.) 2004. *Kärlek, uppror och kardemummakärnor: Berättelser från Indien*. Tranan. (in selection, ca 50 p.) ISBN 91– 85133–116

Wallin, Birgitta & Maria Lannvik Duregård (eds.) 2008. *Människosaker – dikter och noveller på liv och död från Asien, Afrika och Latinamerika*. Karavan. (in selection, 50 p.) ISBN 9789163330971

Short stories provided by the department, ca. 150 p.