



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 2019-02-26 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

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 and analyse subject-didactic attitudes 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 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 society, 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' language,
- account for how assignments 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.

- 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

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 assessment material 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 in which they practise relating critically to knowledge and theories acquired in the programme.

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.

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

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

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

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: 978-91-47-11149-7

Module 1. Interlanguage 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 & Viberg, Åke. 1993. *Svensk grammatik på svenska*. Natur & Kultur. 180 p. ISBN 91-27-50149-3

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.). *Läraryrollen 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 ettandraspråksperspektiv". 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

Strömquist, Siv. 2015. *Uppsatshandboken*. 6th ed. Hallgren & Fallgren. 141 p. ISBN: 978-91-73-82871-0

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

Danielsson, Kristina. 2013. "Multimodalt meningskapande i klassrummet". In: Wedin, Åsa & Hedman, Christina (eds.). *Flerspråkighet, litteracitet och multimodalitet*. Studentlitteratur. pp. 169–185. 16 p. ISBN. 978-91-44-08052-9

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

Strömquist, Siv. 2015. *Uppsatshandboken*. 6th ed. Hallgren & Fallgren. 141 p. ISBN: 978-91-73-82871-0

Didactic literature

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. 2010. *Språkinriktad undervisning: En handbok*. Hallgren & Fallgren. 164 p. ISBN 917-38-2838-6

Mörling, Margareta. 2007. *Att undervisa analfabeter. Från det konkreta till det abstrakta*. Natur&Kultur. pp. 6–111. 105 p. ISBN 978-91-2772-285-9

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

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

Strömquist, Siv. 2015. *Uppsatshandboken*. 6th ed. Hallgren & Fallgren. 141 p. ISBN: 978-91-73-82871-0

Didactic literature

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Fritzes. 37 p. ISBN 978-91-87115-74-5

Skolverket. 2017. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7–9 och i gymnasieskolan*. 122 p. ISBN 978-91-7559-276-3

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Fritzes 58 p. ISBN 978-91-8711564-6

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. Fritzes. pp. 239–257. 18 p. ISBN 978-91-38325-41-4
Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. Fritzes. pp. 182–202. 20 p. ISBN 978-91-38325-94-0

Skolverket. 2012. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. Fritzes. 51 p. ISBN 978-91-8652954-3

William, Dylan. 2013. *Att följa lärande: formativ bedömning i praktiken*. Studentlitteratur. 200 p. ISBN 978-91-4408369-8

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 91-44-01845-2

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

Niemi, Mikael. *Populärmusik från Vittula*. Norstedts. Any edition. 407 p.

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

Spetz, Jennie. 2014. *Debatterad och marginaliserad. Perspektiv på modersmålsundervisningen*. Språkrådet. 54 p. ISBN: 978-91-86959-16-6

Svensson, Gudrun. & Torpsten, Ann-Christin. 2013. "Makt och litteracitet. Modersmåls lärare skriver om modersmålsundervisning". In: Skjelbred, Dagrun & Veum, Aslaug (eds.). *Literacy i læringskontekster*. Oslo: CappelenDamm Akademisk. 10 p. ISBN 978-820-240-598-4

Didactic literature

Skolverket. 2013. *Studiehandledning på modersmålet - att stödjakunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial*. 58 p.

Material provided by the department, 150 p.

Module 5. Literature didactics, 7.5 credits

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 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).

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 9789144060255

Langer, A. Judith. 2005. *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Daidalos. 171 p. ISBN 91-7173-226-8

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

Fiction

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