



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SS028 Svenska som andraspråk - kulturmöte och språkutveckling i förskolan, 15 högskolepoäng

Swedish as a second language - cultural encounters and language development in pre-school, 15 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 2020-01-14

Revised 2020-06-25 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

General entry requirements

## Objectives

### **Overall objectives**

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

- account for current Swedish migration policies and aspects of cultural encounters,
- describe language acquisition from the perspective of second-language learning from different theoretical perspectives.

### **Module 1. *Migration and cultural encounters, 7.5 credits***

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

- account for causes for and effects of migration, specifically immigration to Sweden, primarily after World War II,
- account for changes in Swedish immigration and integration policies from historical and contemporary perspectives,
- account for how culture and religion may affect people's view of the child and child-rearing,
- apply didactic perspectives on an intercultural approach to how to act with regard to multilingual pupils in Swedish preschools

## **Module 2. Language, language acquisition and second-language teaching 7.5 credits**

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

- account for basic concepts within second language research,
- describe multilingual pupils' possibilities for language development,
- compare and problematise different theories on first and second language development in speech and writing,
- apply theories on language development in the design of pedagogical activities supporting second language development in preschool, relative to the policy documents.

### **Content**

#### **Module 1. Migration and cultural encounters, 7.5 credits**

In this module focus lies on knowledge about, and an understanding of, people's different living conditions, especially as regards the view of family and child-rearing. Other issues covered in the module include different cultural patterns and their impact on communication in a multicultural society, and the relation between ethnic and religious affiliation and its impact on individuals' identity development. Swedish immigration and integration policies, along with reasons for migration and its political, legal, economic, and social consequences, are studied from a historical as well as a contemporary perspective. How to approach multilingual pupils in Swedish schools is another central issue. Students read a number of fiction works (written for children as well as for adults) on migration and seeking refuge. The educator's work in the multicultural school is discussed and problematised.

#### **Module 2. Language acquisition and second-language teaching, 7.5 credits**

In this module the students get the opportunity to develop basic knowledge about language, preschool children's language development and teaching multilingual preschool children. Different theoretical perspectives on multilingualism and language development are discussed. Basic sociolinguistics is introduced. The module also introduces the didactics of second language teaching in preschool, through discussions of different ways of teaching and working with multilingual pupils, on the basis of current policy documents for the preschool and the preschool class.

### **Type of Instruction**

Teaching is delivered in the form of lectures, group discussions and seminar exercises. The course is offered as a web-based part-time course, using an online learning platform, without any compulsory physical meetings.

### **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.

Both modules are examined through an individual room exam and oral and written assignments.

Module 1 includes the following examinations: *Cultural encounters* (2.0 credits), *Religions in Sweden* (2.0 credits), and *Migration from historical and societal perspectives* (3.5 credits).

Module 2 includes the following examinations: *Second language development and second language teaching: take-home exam* (6 credits) and *Second language development and teaching: Oral and written presentations* (1.5 credits)

In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for both modules.

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.

### Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: The course overlaps completely with 1FL028, 15 credits, and largely with 1SS121, 15 credits and modules 1 and 2 in 1SS120, 15 credits, at Linnaeus University.

### Required Reading and Additional Study Material

#### Literature for all modules

Skolverket. (2016). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*, revised 2016 (3rd ed.). Stockholm: Skolverket.

Skolverket. (2010). *Läroplan för förskolan Lpfö 98*: Revised 2010. Stockholm: Skolverket.

Skolverket. (2013). *Flera språk i förskolan: teori och praktik*. Stockholm: Skolverket.

*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

##### Part 1. Cultural encounters

##### Academic literature

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

Kästen-Ebeling Gilda. & Otterup, Tore. (eds.). 2018. *En god fortsättning. Nyanländas fortsatta väg i skola och samhälle*. Lund: Studentlitteratur. 245 p. ISBN 978-91-4411390-6 (chapters in selection)

Lahdenperä, Pirjo. (ed.). 2018. *Den interkulturella förskolan. Mål och arbetssätt*. Stockholm: Liber. 100 p. ISBN 978-91-47-12769-6 (chapters in selection).

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

## Fiction

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.

Tamas, Gellert. Any edition. *Lasermannen – en berättelse om Sverige*. Ca 300 p. ISBN 91-7324-873-8

## Part 2. Religions – ethics and view of life

The compendium "Religioner och etiska perspektiv" (130 pages) is provided by the department. 90 pages of this compendium are selected from the works listed below:

Berglund, Jenny & Gunner, Gunilla (eds). 2011. *Barn i religionernas värld*. Liber. ISBN 978-91-47-09970-2.

Franck, Olof & Stenmark, Mikael (eds). 2016. *Att undervisa om människosyner och gudsuppfattningar*. Liber. ISBN 978-91-47-11185-5.

Groth, Bente. 2002. *Judendomen. Kultur, historia, tradition*. Natur & Kultur ISBN 978-91-27-07389-0.

Hedin, Christer. 2017. *Kristendom. Lära, fromhetsliv och historia*. Dialogos förlag. ISBN 978-91-7504-233-6.

Hellman, Eva. 1998. *Hinduiska gudinnor och kvinnor – en introduktion*. Nya Doxa. ISBN 978-91-578-0045-6.

Jacobsen Knut A. 2004. *Hinduismen. Historia, tradition, mångfald*. Natur & Kultur. ISBN 978-91-27-09772-2.

Otterbeck, Jonas. 2000. *Islam, muslimer och den svenska skolan*. Studentlitteratur. ISBN 978-91-44-00945-3

Rasmussen, Tarald & Thomassen, Einar. 2007. *Kristendomen. En historisk introduktion*. Artos. ISBN 978-91-7580-336-4.

Byström-Janarv, Görel. Olsson, Torvald & Stenberg, Leif. 2005. *Världsreligionerna i vardagen. Globalt och i Sverige*. Bilda förlag. ISBN 978-91-574-7745-0.

Wikström, Owe. 2003. *Om heligheten. Religionspsykologiska perspektiv*. Natur & Kultur ISBN 978-91-27-03557-7.

## Part 3. Migration from a historical and societal perspective

Blanck, Dag. 2014. A Mixture of People with Different Roots: Swedish Immigrants in the American Ethno-Racial Hierarchies. *Journal of American Ethnic History*. 33(3) p. 37-54. 17 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2017. Att producera disciplinerade amerikaner och skötsamma svenskar... Ford English School för invandrare jämförd med Svenska för Invandrare. *Emigranternas Hus skriftserie 1*. Göteborg. 22 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2010. Den glömda utvandringen i nytt ljus. In: *Samhällshistoria i fokus, vänbok till Lars Olsson*. Big bad Books, Malmö 2010. 7 p. Provided by the department in the form of a pdf.

Hansson, Lars. 2008. Vägen till glasriket. In: S. Lundberg & E. Platser, (eds). *Efterfrågad arbetskraft*. Växjö. 27 p. Provided by the department in the form of a pdf.

Harrison, 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 Provided by the department in the form of a pdf.

Åmark, Klas. 2013. Swedes and the refugees 1933-45. In: Byström, M. & Frohnert, P. (eds.) *Reaching a State of Hope. Refugees, Immigrants and the Swedish Welfare System 1930-2000*. Nordic Academic Press. p. 39-53. 15 p. Provided by the department in the form of a pdf.

Children's literature in a separate list, ca 200 p. Material provided by the department. Ca 150 p.

## **Module 2. Language acquisition and second-language teaching, 7.5 credits**

Henricsson, Ola & Lundgren, Michael. 2016. *Muntligt berättande i flerspråkiga klassrum*. Studentlitteratur. 174 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 G. & Otterup, T. (eds.). 2018. *En god fortsättning. Nyanländas fortsatta väg i skola och samhälle*. Lund: Studentlitteratur. 245 p. ISBN 978-91-4411390-6 (chapters in selection)

Palojärvi, Anu, Palviainen Åsa & Mård-Miettinen Karita (eds.). 2016. *På finska och svenska: tvåspråkig pedagogik i daghem och förskola*. 77 p. Available at: [https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49824/978-951-39-6665-2\\_på\\_finska\\_och\\_svenska.pdf?sequence=1](https://jyx.jyu.fi/dspace/bitstream/handle/123456789/49824/978-951-39-6665-2_på_finska_och_svenska.pdf?sequence=1)

Skolverket. 2011. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. pp. 7–132. 126 p. ISBN 978-91-86529-39-0

Wedin, Åsa 2011. *Språkande i förskolans och grundskolans tidigare år*. Studentlitteratur. 123 p. ISBN 978-91-44-05750-7

Material provided by the department, ca 150 p.