



## Course syllabus

Faculty of Arts and Humanities  
Department of Swedish Language

1SS214 Svenska som andraspråk - Flerspråkighet, 7,5  
högskolepoäng

Swedish as a second language - Multilingualism, 7.5 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 by Faculty of Arts and Humanities 2021-01-15  
The course syllabus is valid from spring semester 2021

**Prerequisites**

General entry requirements and at least 30 credits (within the interval 1-30 credits) within the main field of study Swedish as a second language, and 7.5 credits within 1SS113, Swedish as a second language – language, language development and second language teaching, or the equivalent.

### Objectives

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

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

### Content

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.

### Type of Instruction

Seminars and lectures. The course is distance-based with no physical meetings, using an online learning platform.

### 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.

The course is examined through hand-in assignments (1.5 credits) and a take-home exam (6.0 credits).

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level 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

Bergström, Göran, & Boréus, Kristina (eds.). 2000. *Textens mening och makt: metodbok i samhällsvetenskaplig text- och diskursanalys*. Lund: Studentlitteratur. pp. 221–237. ISBN 978-91-44-11792-8. (Provided by the department as a pdf)

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). S. 586–605.

Börestam, Ulla & Huss, Leena. 2001. *Språkliga möten: Tvåspråkighet och kontaktlingvistik*. Lund: 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. 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 förändrat samhälle*. Lund: Studentlitteratur. p. 127–143. ISBN 978-91-44-05986-0 (Provided by the department as a pdf)

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

Skolverket. 2019. *Studiehandledning på modersmålet - att stödja kunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial.* 58 p. ISBN: 978-91-75-59046-2. Available at Skolverket's webpage.

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 p. (Available online)

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

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.* Stockholm: 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 and Veum, Aslaug (eds.). *Literacy i läringsskontekster.* Oslo: CappelenDamm Akademisk. 10 p. ISBN 978-82-02-40598-4. (Provided by the department as a pdf)

Material provided by the department, 200 p.