



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SS217 Svenska som andraspråk - Flerspråkighet, 7,5
högskolepoäng

1SS217 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

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2022-11-22

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements for university studies.

Objectives

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

- explain 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 course 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

Teaching is delivered in the form of seminars and lectures. The course is a distance learning course 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). Pp. 586–605.

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 pages. 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. 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 pages. 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 pages. (Available online, on the Riksdag's website)

Spetz, Jennie. 2014. *Debatterad och marginaliserad. Perspektiv på modersmålsundervisningen*. Språkrådet. 54 pages. 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 pages. ISBN 978-91-75-59316-6

Svensson, Gudrun. & Torpsten, Ann-Christin. 2013. "Makt och litteracitet. Modersmålslärare skriver om modersmålsundervisning". In: Skjelbred, Dagrun and Veum, Aslaug (eds.). *Literacy i læringskontekster*. Oslo: CappelenDamm Akademisk. 10 pages. ISBN 978-82-02-40598-4. (Provided by the department as a pdf)

Material provided by the department, 200 p.