



## Course syllabus

Board of Teacher Education

Department of Swedish Language

2SSÄ4E Svenska som andraspråk III, inklusive självständigt arbete, grundnivå (inriktning gymnasieskolan), 30 högskolepoäng

Swedish as a second language III, including Independent Project, First Cycle (Master of Arts in Secondary Education, Upper Secondary School), 30 credits

### **Main field of study**

Swedish Language, Swedish as a Second Language

### **Subject Group**

Swedish as a Second Language

### **Level of classification**

First Level

### **Progression**

GXX

### **Date of Ratification**

Approved 2020-01-31

Revised 2020-06-18 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

Subject studies of at least 75 credits in the subject, 30 credits in another subject and 22.5 credits of UVK courses and the previous teaching practice placement course.

## Objectives

### **Overall intended learning outcomes**

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

- assess and evaluate previous research, theories and methods in relation to their own study and their own careers,
- identify and formulate problems relevant for further research and for the profession.

Apart from this, the following objectives apply:

### **Overall objectives of the course**

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

- account for work with multilingual pupils' language and knowledge development,
- account for the requirements on scientific projects and academic writing,
- write and present an independent project

### **Module 1 *Didactic specialisation and analysis of teaching material*, 7.5 credits**

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

- account for the circumstances characterising teaching and learning for multilingual pupils,
- reflect on and discuss the importance of language for pupils' knowledge development,
- critically reflect on and discuss didactics for multilingual pupils,
- critically analyse teaching material used in teaching for multilingual pupils,
- independently formulate various methods stimulating language and knowledge development.

### **Module 2 *Scientific method*, 7.5 credits**

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

- produce, assess and discuss academic texts on language, focusing on academic and linguistic aspects,
- describe and critically assess various methods for collecting and analysing data,
- justify their choice of method for a research area,
- account for basic ethical rules and regulations as regards research within the humanities,
- account for and discuss the conditions for academic writing.

### **Module 3 *Independent project*, 15 credits**

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

- design a linguistic study and justify its theoretical approaches and methods,
- formulate an aim and research questions that are appropriate for the subject area,
- apply ethical rules and regulations for research within the humanities,
- analyse, interpret and discuss the results of their study,
- use correct written Swedish adhering to established norms in the subject,
- act as an opponent for another student's text and defend their own text using objective and relevant arguments.

## Content

### *Professional basis and professional progression*

The students develop their abilities to draw conclusions from their own and others' studies and relate their independent projects to the teacher profession.

### *Scientific approach and scientific progression*

The students develop their scientific approach and their abilities to critically review scientific texts.

### **Overall content**

This course discusses multilingual pupils' learning and includes both a didactic specialisation and research methods. In consultation with a supervisor, the student conducts an independent project within the subject of Swedish as a second language with a didactic specialisation relevant to the teacher profession. The project may be based on theory and/or teaching methodology.

### **Module 1 *Didactic specialisation and analysis of teaching material, 7.5 credits***

The didactic specialisation is based on classroom research on the teaching of multilingual pupils. The students practise conducting and analysing a critical synthesis of the content and organisation of teaching for multilingual pupils, focusing especially on classroom interaction, for example through a field study. The course also advances students' knowledge of methods stimulating language and knowledge development, such as translanguaging and working with various text types. The module includes critical reviews of ideological approaches to teaching multilingual pupils, for example through analyses of teaching material. The field study and the analysis of teaching material are presented at compulsory seminars.

### **Module 2 *Scientific method, 7.5 credits***

In this module the students develop their knowledge of and skills in academic writing. The module discusses basic methods and research ethics in the humanities. The students also gain experience of a process-oriented way of working and learn to critically review their own and others' texts.

### **Module 3 *Independent project, 15 credits***

The student conducts an independent project within the subject of Swedish as a second language, with a didactic approach and with relevance to the profession. The project may be based on theory and/or teaching methodology. The project is discussed at a final seminar in which the student also acts as an opponent for another student's project.

## Type of Instruction

Teaching is delivered in the form of seminars, group discussions and individual supervision.

## 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.

Module 1 is examined through a written take-home examination and assignments (7.5 credits).

Module 2 is examined through a written take-home examination and assignments (7.5 credits).

Module 3 is examined through an independent project and opposition (10 credits).

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.

In order to receive the grade of Pass with Distinction for the whole course, the student must have received the grade of Pass with Distinction on module 3.

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.

### Required Reading and Additional Study Material

#### Literature for all modules:

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239-257. 18 p.

Skolverket. 2011. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182-202. 20 p.

Skolverket. 2012. *Utbildning i svenska för invandrare – kursplan och kommentarer*. 52 p.

Skolverket. 2016. *Kommunal vuxenutbildning på grundläggande nivå. Kursplaner och nationella delkurser i engelska, matematik, svenska och svenska som andraspråk*. pp. 118–148. (Svenska som andraspråk).

*Svenska skrivregler* utgivna av Svenska språknämnden. 2017. 4th ed. Stockholm: Liber. 312 p. ISBN: 978-91-47-11149-7

#### Module 1 *Didactic specialisation and analysis of teaching material, 5 credits*

Abrahamsson, Tua & Bergman, Pirkko (eds.) (2014). *Tänkarna springer före: att bedöma ett andraspråk i utveckling*. 2. uppl. Stockholm: Liber. s. 13–50, 88–138.

Burns, Anne. 2010. Teaching speaking using genre-based pedagogy. In M. Olafsson (ed.). *Symposium 2009. Genrer och funktionellt språk i teori och praktik*. Stockholm: Liber. pp. 230–246. 14 p. ISBN 978-91-47-12214-1

Burns, Anne. 2013. A holistic approach to teaching speaking in the language classroom. In: Olofsson, Mikael (red.). *Symposium 2012: Lärarrollen i svenska som andraspråk*. Stockholm: Stockholms universitets förlag. pp. 165-178. 12 p. ISBN 978-91-76-56687-9

Carlsson, Marie. 2013. Sfi och sfi-läromedel i tid och rum – föreställningar, politik och tidsanda. In: Hyltenstam, Kenneth & Lindberg, Inger (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. pp. 817-847. 27 p. ISBN 978-91-44-07065-0

Cummins, Jim. 2000. Andraspråksundervisning för skolframgång. In: Nauclér, Kerstin (ed.). *Symposium 2000. Ett andraspråksperspektiv på lärande*. Stockholm: HLS

förlag pp. 4–22. 18 p. ISBN 978-91-97-37033-9 (out of stock at the publisher but can be downloaded from Nationellt centrum för svenska som andraspråk <http://www.andrasprak.su.se>)

Cummins, Jim. 2007. Rethinking Monolingual Instructional Strategies in Multilingual Classrooms. In: *Canadian Journal of Applied Linguistics*, 10 (i). pp. 221-240. 19 p.

Gibbons, Pauline. 2016. What Counts as Scaffolding? In: Kindenberg, Björn. (ed.). *Flerspråkighet som resurs. Symposium 2015*. Stockholm: Liber. pp. 207-221. 14 p. ISBN 978-91-47-12207-3

Hallesson, Yvonne & Visén, Pia. 2019. *Att arbeta med yrkes- och ämnestexter i gymnasieskolan. En didaktisk handbok*. Stockholm: Natur & Kultur. 168 p. ISBN 978-91-27-81982-5 (in selection, in accordance with the teacher's instructions)

Hertzberg, Frøydis. 2006. Genreskrivning under senare skolår: att berätta räcker inte. In: Bjar, Louise (ed.), *Det hänger på språket! Lärande och språkutveckling i grundskolan*. Lund: Studentlitteratur. pp. 295–317. 19 p. ISBN 978-91-44-03917-6

Johansson, Britt & Sandell-Ring, Anniqa. 2015. Låt språket bära. *Genrepedagogik i praktiken*. Stockholm: Hallgren och Fallgren. 205 p. ISBN 978-91-44-12889-4 (in selection, in accordance with the teacher's instructions)

Jonsson, Carla. 2018. Transspråkande och språkliga ideologier bland lärare och elever i gymnasiet. In: *Transspråkande i svenska utbildningssammanhang*. Lund: Studentlitteratur. pp. 69–88. 19 p. ISBN 978-91-44-11975-5

Larsson, Staffan. 2013. *Vuxendidaktik*. Stockholm: Natur & Kultur. pp. 9–74, 223–230. 70 p. ISBN 978-91-27-12000-6

Mattlar, Jörgen. 2008. *Skolbokspropaganda? En ideologianalys av läroböcker i svenska som andraspråk (1995–2005)*. Acta Universitatis Upsaliensis. Uppsala: Uppsala University. pp. 13–18, 27–75, 181–198. 72 p. ISBN 978-91-55-47342-6

Olofsson, Mikael. 2010. Genrepedagogik med lärare i gymnasieskolan och vuxenutbildningen. In: Olofsson, Mikael (red.). *Symposium 2009: genrer och funktionellt språk i teori och praktik*. 2nd ed. Stockholm: Liber. pp. 247-268. 21 p. ISBN 978-91-47-12214-1

Rehman, Karin. 2016. Genrepedagogik i praktik och teori. In: Kindenberg, Björn. (ed.). *Flerspråkighet som resurs. Symposium 2015*. Stockholm: Liber. pp. 255-284. 29 p. ISBN 978-91-47-12207-3

Sellgren, Mariana. 2016. Smågruppssamtal som resurs för tänkande och lärande. In: Kindenberg, Björn. (ed.). *Flerspråkighet som resurs. Symposium 2015*. Stockholm: Liber. pp. 222-234. 13 p. ISBN 978-91-47-12207-3

Torpsten, Ann-Christin. 2018. Transspråkande, tidigare kunskaper och lärande. In: *Transspråkande i svenska utbildningssammanhang*. Lund: Studentlitteratur. pp. 107–130. 20 p. ISBN 978-91-44-11975-5

Material provided by the department. 100 p.

## **Module 2 Scientific method, 7.5 credits**

Blomström, Vendela & Wennerberg, Jeanna. (2015). *Akademiskt läsande och skrivande*. Studentlitteratur. 202 p. ISBN 978-91-44092-54-6.

Denscombe, Martyn. 2014. *Forskningshandboken – för småskaliga*

*forskningsprojekt inom samhällsvetenskaperna*. Studentlitteratur. 419 p. ISBN 978-91-44-12288-5 (selection, ca 100 p.)

Ellis, Rod & Barkhuizen, Gary. 2005. *Analyzing Learner Language*. Oxford University Press. 368 p. ISBN 978-01-94-31634-7 (selection, ca 200 p.)

Schött, Kristina, Melin, Lars, Strand, Hans & Moberg, Bodil. 2007. *Studentens skrivhandbok*. 2nd ed. Almqvist & Wiksell. 141 p. ISBN 978-91-47-11408-5

Additional study material

Stensmo, Christer. 2002. *Vetenskapsteori och metod för lärare: en introduktion*. 1st ed. Uppsala: Kunskapsföretaget. 136 p. ISBN 978-91-89-04044-1

Material provided by the department. 200 p.

### **Module 3 Independent project, 15 credits**

Blomström, Vendela & Wennerberg, Jeanna. (2015). *Akademiskt läsande och skrivande*. Studentlitteratur. 202 p. ISBN 978-91-44092-54-6.

Denscombe, Martyn. 2016. *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskapen*. 3rd ed. Lund: Studentlitteratur. 488 p. ISBN: 978-91-44-10914-5 (selection, ca 100 p.)

Ellis, Rod & Barkhuizen, Gary. 2005. *Analyzing Learner Language*. Oxford University Press. 368 p. ISBN 978-01-94-31634-7 (selection, ca 150 p.)

Schött, Kristina, Melin, Lars, Strand, Hans & Moberg, Bodil. 2015. *Studentens skrivhandbok*. 3rd ed. Stockholm: Liber. 192 p. ISBN: 978-91-47-11408-5

Additional study material

Stensmo, Christer. 2002. *Vetenskapsteori och metod för lärare: en introduktion*. 1st ed. Uppsala: Kunskapsföretaget. 136 p. ISBN 978-91-89-04044-1

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