



Faculties of Humanities and Theology

ÄSAD04, Swedish as a Second Language 4, 30 credits

Svenska som andraspråk 4, 30 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-10-01 to be valid from 2018-10-01, autumn semester 2018.

General Information

The course is included in the Master's programme in Secondary Education at Lund University.

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree requirements

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- recognise different linguistic problems and find possible solutions
- account for the linguistic diversity in Sweden that derives from present-day immigration patterns
- account for grammatical and phonetic differences between different immigrant languages and compared to Swedish
- account for didactic issues that may arise when working with fictional texts in a multicultural and multilingual classroom

Competence and skills

- analyse, assess and provide feedback on pupils' texts based on the policy documents of the school
- write educational texts that are adapted to the reader
- solve different linguistic problems through adaptation of analysis methods
- describe and explain the impact of a specific first language on the speaker's use of Swedish as a second language
- analyse material from a field study about immigrant languages in Sweden and draw conclusions about grammatical and phonetic phenomena
- describe present-day immigrant languages in Sweden in a scholarly manner
- choose, justify and use fictional texts in a multicultural classroom as well as discuss the possible effects of their choices
- identify, analyse and explain situations that may arise when working with fictional texts in a multicultural and multilingual classroom

Judgement and approach

- reflect on the language requirements for different genres in the policy documents
- discuss solutions to a given problem
- adopt a critical and nuanced approach to different views on the impact of immigrant languages on the Swedish language environment in society and school

Course content

Module 1. Text Analysis and Feedback, 7.5 credits

The module addresses the school's text types based on the production of second language pupils. The students will practise analysing pupils' texts and formative assessment based on a second language perspective within different genres. An important element of the course is that the students formulate educational texts, adapted to the reader and related to a written assignment, such as instructions, feedback and assessment justifications. The module is based on the content of primary, secondary and upper-secondary school syllabi with regard to written presentation.

Module 2. Teaching Literature in Swedish as a Second Language, 7.5 credits

The module deals with young adult reading and highlights how fiction can be used to promote language and knowledge development of second language pupils. The course also gives an introduction to the research field of literature teaching and demonstrates ways to use fictional texts in work with issues concerning multilingualism, identity and cultural encounters. The content and structure of texts are analysed using concepts and methodological tools within literary studies. Based on the required reading and personal experiences of teaching, the students will develop their ability to make didactic choices in connection with planning teaching components that are based on the reading of fiction. The students will also examine and discuss how reading of fiction can be combined with conversations, writing and other forms of communication in Swedish as a second language.

Module 3. The New Diversity- The Structure of Current Immigrant Languages in Sweden, 7.5 credits

The course provides an overview of the current linguistic diversity in Sweden, consisting of the present-day common immigrant languages in Swedish schools. The aim of the course is to increase awareness about some of the languages that are represented in Swedish schools. Among other things, focus is placed on the grammar and phonetics of these languages compared to Swedish, and the course aims to create understanding of how these characteristics may influence the speaker's learning of Swedish. In addition, the course provides proficiency in implementing a comparative analysis between source and target language. Languages associated with different language families will be covered: Albanian, Arabic, Dari, Russian, Bosnian, Somali, Thai, etc.

Module 4. Linguistic Problem-Solving, 7.5 credits

In this module, the students are presented with different linguistic problems that they will work with practically to solve. The issues concern areas addressed in previous courses but that here involve in-depth study, mainly within morphosyntax, lexicology and phonetics/phonology. The students will practise their analytical ability, as well as their ability to assess use of a second language formatively and summatively.

Course design

The teaching consists of lectures, seminars, workshops and a field study where the students are to examine and describe some grammatical and phonological characteristics of a chosen immigrant language.

Assessment

The assessment of module 1 is based on a written invigilated exam and 2-4 written assignments.

The assessment of module 2 is based on 3-5 written assignments.

The assessment of module 3 is based on an individual written report of the field study analysis, which is also to be presented orally in a group.

The assessment of module 4 is based on 1-3 written assignments as well as on 1-3 seminars.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

For a grade of Pass on the whole course, the student must have been awarded this grade for all modules. For a grade of Pass with Distinction, the student must also have been awarded this grade for at least 18 credits.

The grading criteria are presented in a separate document.

Entry requirements

To be admitted to the course, the student must have 45 credits from the courses ÄSAD01/ÄSAD11, ÄSAD02 and ÄSAD03, or the equivalent.

Further information

1. The course is offered at the Centre for Languages and Literature, Lund University
2. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree. For further details see the current application information and other relevant documentation.
3. The module titles in Swedish:
 1. Textanalys och respons
 2. Litteraturredaktik i svenska som andraspråk
 3. Den nya mångfalden- strukturen hos nutida invandarspråk i Sverige
 4. Språkvetenskaplig problemlösning

Subcourses in ÄSAD04, Swedish as a Second Language 4

Applies from H18

- 1801 Text Analysis and Feedback, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1802 Teaching Literature in Swedish as a Second Language, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1803 The New Diversity - The struct. of Curr. Immigr. Lang. in Sw, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1804 Linguistic Problem-Solving, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction