



Faculties of Humanities and Theology

## ÄSAD11, Swedish as a Second Language 1, 30 credits

*Svenska som andraspråk 1, 30 högskolepoäng*

First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-09-21 to be valid from 2018-09-21, 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*

G1N, First cycle, has only upper-secondary level entry requirements

### Learning outcomes

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

#### Knowledge and understanding

- account for the language policy development in Sweden from a school perspective, in relation to the subjects of Swedish and Swedish as a Second Language
- account for the syntactic and morphological structure and semantics of Swedish from the perspective of second language learning and didactics
- account for grammatical features of Swedish that often prove difficult for second language speakers
- using basic terminology, account for Swedish phonetics and phonology from a cross-lingual perspective as well as from a learning perspective
- account for factors that affect the phonetic and phonological development when learning a second language

- provide a basic account of how the phonetic-phonological proficiency of learners of Swedish as a second language may affect and be affected by other elements of language proficiency
- account for and discuss relevant theories and methods for reading and writing development in a second language
- account for different writing systems and compare them to that of Swedish
- compare reading and writing development in a first language with reading and writing development in a second language

### **Competence and skills**

- identify morphosyntactic deviations and pronunciation deviations in the speech of second language learners and, using relevant terminology, describe the deviations and, in some cases, how they can be explained
- apply literature in typology to create understanding of the pupils' first languages
- perform a simple analysis of the spoken Swedish of a second language speaker
- based on an assessment of a second language learner, and a focus on the learner's phonetic and phonological proficiency, plan further teaching and support in accordance with policy documents
- apply different teaching methods for learning how to read and write
- discuss the level of difficulty of different texts
- analyse different text genres based on a second language perspective

### **Judgement and approach**

- assess and interrogate common concepts in multicultural discourse
- approach teaching from the perspective of a multilingual and multicultural norm
- monitor and critically review research and debates about Swedish as a second language, multilingualism and cultural diversity
- discuss and prioritise different phonetic and phonological aspects in teaching Swedish as a second language

## **Course content**

Module 1. Multilingualism and Swedish as a Second Language in School and Society, 6 credits

The module provides an introduction and context to the subject of Swedish as a Second Language, from the point of view of the multicultural and multilingual society. Both historical and international perspectives on migration and language policy issues are discussed in relation to the situation in Sweden and in Swedish schools. The module includes study of the Swedish Language Act related to the world of the school and its importance for present-day teachers. Basic concepts in both the public and the scholarly multicultural discourse are introduced and critically discussed. The historical development and issues of Swedish and Swedish as a Second Language as school subjects are discussed, among other thing in relation to attitudes in society.

Module 2. Phonetics and Phonology from a Second Language Perspective, 7.5 credits

The module provides knowledge of Swedish phonetics and phonological structure. It focuses on learning and possible difficulties for second language learners as well as how teachers can use their pupils' phonetic and phonological ability and knowledge in teaching and assessment.

### Module 3. Swedish from a Typological Perspective, 9 credits

The module provides students with knowledge of the structure of Swedish (morphology, syntax, semantics and phonology) from a comparative typological perspective which also aims to prepare students for encountering the first languages of pupils. Focus is placed on the elements of Swedish language rules that are particularly difficult for second language speakers. The knowledge is placed in a didactic context through different forms of interrogation and application in teaching situations.

### Module 4. Learning to Read and Write, 7.5 credits

The module addresses the development of literacy in a second language including reading and writing disorders as well as alphabetising. The principles of different writing systems are placed in relation to reading and writing in Swedish. The students will analyse different text genres and easy-to-read texts based on a second language perspective. The students will discuss and practise different methods for teaching reading and writing.

## Course design

The teaching consists of lectures, seminars, workshops and exercises, both individual and in groups.

## Assessment

The assessment of module 1 is based on a take-home exam.

The assessment of module 2 is based on 1–2 oral or written assignments, 1–2 seminars and a take-home exam.

The assessment of module 3 is based on a written invigilated exam and 2-4 written assignments.

The assessment of module 4 is based on a written take-home exam, a written assignment, an oral group presentation and a workshop.

The examiner may deviate from the regular form of assessment if it cannot be implemented during a re-examination, and if it complies with the learning outcomes of the course.

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 on the whole course, the student must have been awarded this grade for at least 18 credits on the course.

The grading criteria are presented in a separate document.

## **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: Civics 1b/1a1+1a2, English 6.

## **Further information**

1. The course is offered at the 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. Flerspråkighet och svenska som andraspråk i samhälle och skola, 6 hp
  2. Fonetik och fonologi ur ett andraspråksperspektiv, 7,5 hp
  3. Svenska språket i ett typologiskt perspektiv, 9 hp
  4. Läs- och skrivinläring, 7,5 hp

## Subcourses in ÄSAD11, Swedish as a Second Language 1

Applies from H18

- 1801 Multiling and Swedish as a Second Lang in School and Soc, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1802 Phonetics and Phonology from a Second Language Perspective, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1803 Swedish from a Typological Perspective, 9,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1804 Learning to Read and Write, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction