



Faculties of Humanities and Theology

ÄSSA12, No English Translation Available, 30 credits

Svenska som andraspråk 1 A, gy, 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 2012-06-18 to be valid from 2012-06-18, autumn semester 2012.

General Information

The course is included in the Master's programme in Secondary Education offered jointly by Lund and Kristianstad universities.

Language of instruction: Swedish

Main field of studies

Swedish with specialization in Swedish as a Second Language

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

- demonstrate knowledge of different language policy issues focusing on their impact on the development of Swedish as a Second Language as a school subject
- account for the impact of multilingualism and cultural background on individuals and the presence of linguistic and cultural variation in society
- demonstrate knowledge about the syntactic, morphological and phonological structure and semantics, phonetics and pragmatics of Swedish from a second language perspective
- describe typological language classification and the structures of some of the most common immigrant languages
- demonstrate knowledge about different theories of the process of second language learning and the factors influencing it

- account for the contents of the steering documents of the National Agency for Education on Swedish as a Second Language in upper secondary school

Competence and skills

- account for elements of Swedish that are particularly difficult for second language speakers
- use typological literature to create understanding of the pupils' first languages
- account for general and individual features of the language learning process and apply a didactic perspective

Judgement and approach

- approach teaching from a multilingual and multicultural norm
- monitor and critically review research and debates about Swedish as a Second Language, multilingualism and cultural diversity

Course content

Module 1, Linguistic and Cultural Diversity in Schools and Society, 7.5 credits

This module addresses multilingualism and multiculturalism in society and schools. Immigration and issues of language policy are discussed from historical and international perspectives and in relation to the situation in Sweden. The module stresses that teachers need to have good knowledge about the individual's cultural and linguistic background, about what happens in the meeting between different cultures and about the advantages of multiculturalism and multilingualism in the classroom. The Language Act is studied with regard to the world of schools its importance for the teachers of today. The historical development and issues of Swedish as a Second Language as a school subject are discussed, among other things in relation to attitudes in society.

Module 2, Second Language Learning and Multilingualism, 9 credits

This module provides students with knowledge of second language learning and the development of multilingualism. Different theories and strategies of language learning are analysed and discussed. The students engage in discussions of different linguistic, cultural, individual and social factors that affect the learning of a second language. Major emphasis is placed on the importance of the first language for learning a second language and other subjects. Both general patterns and individual differences are studied within the framework of the development of a second language and multilingualism. Concepts such as native language and multilingualism are continuously discussed and queried.

Module 3, Swedish from a Typological Perspective part 1 (Phonetics and Phonology), 4.5 credits

This module provides students with knowledge of the phonetics and phonological structure of Swedish from a comparative typological perspective. Major emphasis is placed on the elements of Swedish that are particularly difficult for second language speakers.

Module 4, Swedish from a Typological Perspective part 2 (Grammar, Semantics, Pragmatics), 9 credits

This module provides students with knowledge of the grammatical (morphological, syntactic, semantic and pragmatic) structure of Swedish from a comparative typological perspective which will also enable them to approach the pupils' first languages. Focus is placed on the elements of Swedish that are particularly difficult for second language speakers

Course design

The teaching consists of lectures, seminars, exercises and group discussions and is adapted to the contents of the different components.

Assessment

Module 1 is assessed on the basis of a written take-home exam and 2-3 oral and written assignments that are carried out within the framework of the teaching.

Module 2 is assessed on the basis of a written exam and 3-5 written and oral assignments that are carried out within the framework of the teaching.

Module 3 is assessed on the basis of a written exam and 1-2 oral and written assignments that are carried out within the framework of the teaching.

Module 4 is assessed on the basis of a written exam and 3-5 written and oral assignments that are carried out within the framework of the teaching.

Other forms of examination may be used, following an agreement with the students.

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.

Entry requirements

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

Further information

1. To be admitted to the course, students must, in addition to the requirement stated above, be admitted to the Master's programme in Secondary Education with Swedish as the first subject offered jointly by Lund and Kristianstad universities
2. The course is evaluated formatively and to a certain extent summatively at the end of the course. General issues on outcomes, course content, forms of

collaboration and teaching should be central in the evaluation. Minutes/notes from the evaluation should be made available to the programme management. The evaluation report is a public document and must be signed by the course directors and elected student representatives.. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

3. Module titles in Swedish:

1. Språklig och kulturell mångfald i skola och samhälle
2. Andraspråksinläring och flespråkighet
3. Svenska språket i ett typologiskt perspektiv del 1 (fonetik och fonologi)
4. Svenska språket i ett typologiskt perspektiv del 1 (grammatik, semantik, pragmatik)

Subcourses in ÄSSA12, No English Translation Available

Applies from H12

- 1201 Examination, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1202 Examination, 9,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 1203 Examination, 4,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1204 Examination, 9,0 hp
Grading scale: Fail, Pass, Pass with distinction