



LUND
UNIVERSITY

Faculties of Humanities and Theology

LLYU72, Swedish as a Second Language for Upper Secondary School Teachers, 60 credits

*Svenska som andraspråk för lärare i gymnasieskolan, 60
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 2015-03-27 to be valid from 2015-03-27, spring semester 2015.

General Information

The course is included in the CPD programme for teachers II.

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

GXX, First cycle, in-depth level of the course cannot be classified

Learning outcomes

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

Knowledge and understanding

in Module 1 Specialised Didactics

- account for the conditions determining teaching in multicultural environments and learning of a second language
- account for the impact of teaching design on the possibilities of multilingual pupils to achieve the outcomes specified in national regulations

in Module 2 Literacy in a Second Language

- account for the development of basic writing skills in a first and second language respectively
- account for current theories and methods of reading and writing development in a second language
- account for different writing systems and the different functions of spoken language and written language
- account for the impact of culture on image interpretation and book illustration

in Module 3 Swedish in Cross-Linguistic Perspectives

- account for some aspects of language typology in common immigrant languages
- account for the structure, phonetics and semantics of Swedish from a second language perspective
- account for elements of Swedish that are particularly difficult for second language speakers

in Module 4 Multilingualism in School and Society

- account for and discuss some language policy issues linked to multilingualism
- account for the individual development of multilingualism
- account for the impact of multilingualism and cultural belonging on individuals
- provide an account of how attitudes to variations in language and culture are reflected in society

in Module 5 Language Analysis from a Grammatical Perspective

- account for different theories of second language learning with a focus on grammar
- account for second language development from a grammatical perspective

in Module 6 Research Perspectives on Second Language Acquisition

- account for the general foundation in the theory of science and a scholarly approach
- account for the theoretical and methodological foundation of second language learning as an academic subject
- account for recent issues and theories in second language research

in Module 7 Bachelor's Degree Project

- provide a specialised account of selected parts of the subject Swedish as second language
- account for linguistic theories and methods with an emphasis on aspects that are central to Swedish as a second language

Competence and skills

in Module 1 Specialised Didactics

- informed by current research and theories of language learning, plan and design teaching of Swedish as a second language adapted to individuals and levels of knowledge
- discuss in speech and writing how staff within their own organisations can cooperate to promote the social and linguistic development of multilingual pupils

in Module 2 Literacy in a Second Language

- analyse and assess a pupil's writing development
- provide arguments and examples of how teaching can be designed to promote the reading and writing development of pupils
- discuss issues of reading and writing acquisition from a research perspective

in Module 3 Swedish in Cross-Linguistic Perspectives

- perform basic syntactic analyses and solve simple assignments in language typology
- discuss issues of language typology from a research perspective

in Module 4 Multilingualism in School and Society

- review and analyse steering documents and laws from the point of view of multilingualism

in Module 5 Language Analysis from a Grammatical Perspective

- perform grammatically based language analyses of authentic second language texts

in Module 6 Research Perspectives on Second Language Acquisition

- communicate coherent and comprehensible scientific arguments in speech and writing
- compare different hypotheses about second language learning based on empirical evidence
- formulate empirically verifiable hypotheses about second language learning

in Module 7 Bachelor's Degree Project

- critically discuss phenomena, issues and situations in the subject of Swedish as a second language
- independently identify and formulate a problem and search, collect, assess and critically interpret relevant information related to the problem and carry out the assignment within predetermined time frames

- apply linguistic theories and methods suited to the selected issue within the subject of Swedish as a second language
- in speech and writing report and discuss information, problems and solutions in dialogue with other groups
- critically review and assess their own and others' texts and express themselves skillfully in speech and writing, especially in academic genres

Judgement and approach

- insightfully reflect on the consequences for individuals with limited literacy in societies with high demands on literacy
- discuss the impact of multicultural and multilingual environments on the total learning situation
- discuss and take a position on issues of gender, ethnicity and cultural diversity from different language perspectives

Course content

The course provides students with a specialisation within the fields of second language learning, multilingualism, the language system, literacy and didactics from a multilingual perspective. The students will expand their knowledge of teaching in multicultural environments, learning a second language and methods promoting language development and are provided with opportunities, based on their previous experience, to develop their ability to plan, conduct and, informed by knowledge of collegial learning, evaluate their own teaching. The tools introduced are firmly based in current research and theories of language acquisition, and intended for work with pupils' development of Swedish as second language. Furthermore, students are introduced to linguistic theories and methods that they can use in a degree project in which they will also reinforce their proficiency in spoken and written Swedish, especially within academic genres.

The course is divided into seven modules:

Module 1 (7.5 credits) Specialised Didactics

This module addresses the conditions determining second language teaching and learning. Students expand their knowledge of methods promoting language development and are provided with opportunities, based on their previous experience, to develop their ability to plan, conduct and, informed by knowledge of collegial learning, evaluate their own teaching.

Module 2 (7.5 credits) Literacy in a Second Language

This module deals with both language acquisition based on first language reading and writing development and the development of literacy in a second language. The principles of different writing systems are discussed and related to reading and writing in Swedish. The module also addresses the potential consequences of culturally enforced socialisation patterns and views of knowledge on the learning situation. Furthermore, students are introduced to the characteristics of reading and writing development and provided with a specialised study of methods promoting language development.

Module 3 (7.5 credits) Swedish in Cross-Linguistic Perspectives

This module provides students with knowledge of the structure of Swedish (morphology, syntax, semantics, phonology) from a perspective of comparative typology which is also intended to prepare them for encountering the pupils' first languages.

Module 4 (7.5 credits) Multilingualism in School and Society

This module deals with multilingualism from a psycholinguistic perspective and from a societal perspective based on laws, steering documents and attitudes. The concept of multilingualism is queried and discussed from the point of view of monolingualism and bilingualism, among other perspectives.

Module 5 (7.5 credits) Language Analysis from a Grammatical Perspective

This module provides students with knowledge of different, mainly grammatical, theories of second language learning. Different perspectives on second language development are related to current steering documents and reexamined from the point of view of concepts such as progression and complexity. The aim of the module is to provide students with both theoretical and applied knowledge and to enable them to carry out their own analyses of the development of a second language.

Module 6 (7.5 credits) Research Perspectives on Second Language Acquisition

This module provides students with a short introduction to theories and methods of research, especially in relation to language research, and the characteristic features of academic writing. Students acquire knowledge of the genre requirements of academic writing through reviewing a few research texts dealing with the other main theme of the course, second language learning. Recent research on second language learning is presented and discussed with a focus on the results as well the hypotheses and methods.

Module 7 (15 credits) Bachelor's Degree Project

In this module, students are to design an independent paper expanding the knowledge of Swedish as a second language they have acquired on previous courses. The genre of research reports is discussed with a special focus on theoretical assumptions, questions, methods and academic writing. The module also includes seminars in which the students defend their own papers and critically review the paper of a fellow student.

Course design

The course is a distance learning course based on an online learning platform. It is assumed that the student participates on these conditions and has access to a computer with Internet connection. The department provides information about the technical requirements.

Assessment

Module 1: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course.

Module 2: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course.

Module 3: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course.

Module 4: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course.

Module 5: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course.

Module 6: the assessment is based on a written take-home exam and 2-5 oral and written assignments during the course..

Module 7: the assessment is based on an independent paper to be defended at an online seminar and on the critical review of a fellow student's paper.

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 on all modules. For a grade of Pass with Distinction, the student must have been awarded this grade on the degree project and on more than 30 credits of the course, including the 15 credits for the degree project.

Entry requirements

The admission requirements are set by the National Agency for Education and consist of qualifications as a secondary school teacher and 30 credits of Swedish as a second language or the equivalent.

Further information

1. 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 registration information and other relevant documentation.
2. The course is offered at the Centre for Languages and Literature, Lund University, in collaboration with LUCE (Lund University Commissioned Education)
3. Module titles in Swedish: 1. Didaktisk fördjupning, 2. Läs- och skrivutveckling på ett andraspråk, 3. Tvärspråkliga perspektiv på svenskan, 4. Flerspråkighet i skola och samhälle, 5. Språkanalys ur ett grammatiskt perspektiv, 6. Andraspråksinläring i ett vetenskapligt perspektiv, 7. Uppsats.