



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

## **LLYU76, Swedish as a Second Language for Teachers of Newly Arrived Immigrants. Included in the Government CPD for Teachers, 30 credits**

*Svenska som andraspråk för lärare i svenska för invandrare (sfi), 1-30 hp. Ingår i Lärarlyftet II, 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 2022-03-10 to be valid from 2022-03-10, autumn semester 2022.

### **General Information**

The course is offered as a commissioned education.

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**

*Module 1, Introduction to Swedish for Immigrants (4 credits)*

- account for how linguistic and cultural patterns, values and hierarchies in schools and society influence pupils' conditions for learning
- account for how language and multilingualism is viewed in the national steering documents that regulate the teaching of Swedish for immigrants
- account for how the migration process, identity loss and socialisation process can influence adult learning and the individual's preconditions for successful

This is a translation of the course syllabus approved in Swedish

integration

*Module 2, Swedish from a Typological Perspective (6 credits)*

- account for the Swedish language from a second language perspective with regard to syntactic and morphological structure
- account for features of Swedish that are typically problematic for second language speakers

**Module 3, Swedish Phonetics and Phonology from a Second Language Perspective (4 credits)**

- account for the phonetic and phonological structure of Swedish from a second language perspective
- account for factors that affect phonetic and phonological development when learning a second language
- account for appropriate forms of instruction to support adult second language pupils in the development of their pronunciation

*Module 4, Language Learning for Adults (6 credits)*

- account for different theories of the process of adult second language learning and the factors that influence it
- provide a basic account of the second language acquisition of recently arrived adults
- account for how individual teaching can be planned based on language acquisition research and the forms of adaptation that may need to be made for pupils in need of specific support

**Module 5, Methods for Language and Knowledge Development (5 credits)**

- account for the conditions determining teaching in multicultural environments and the learning of a second language
- account for genre theory and methods for language and knowledge development and relate these to the required knowledge in the course syllabus
- in speech and in writing, discuss how the forms of instruction can make it easier for recently arrived adult pupils to approach and achieve the learning outcomes stated in the national steering documents

*Module 6, Literacy and Assessment (5 credits)*

- account for the development of basic writing skills in both a first and second language
- account for current theories and methods for literacy in a second language
- explain the aims behind different forms of assessment

**Competence and skills**

*Module 1, Introduction to Swedish for Immigrants (4 credits)*

- reflect on how attitudes to multilingualism, ethnicity and gender are expressed at the individual and societal level
- reflect on linguistic norms and their own position on these and relate to a teaching assignment in the municipal teaching of Swedish for immigrants
- based on the required reading list, reflect on how external factors can influence pupils in a multicultural classroom
- demonstrate confidence in writing

*Module 2, Swedish from a Typological Perspective (6 credits)*

- execute basic syntactic analyses and solve simple assignments in language typology
- discuss, problematise and illustrate the role of grammar in teaching
- discuss how a second language perspective can be incorporated in grammar teaching

- demonstrate confidence in writing

### **Module 3, Swedish Phonetics and Phonology from a Second Language Perspective (4 credits)**

- perform a simple analysis of the spoken Swedish of a second language speaker
- analyse and assess the oral language ability of student in relation to the knowledge requirements in the course syllabus
- demonstrate confidence in speech and in writing

### *Module 4, Language Learning for Adults (6 credits)*

- propose forms of instruction in relation to common learning processes and developmental patterns in second language acquisition
- apply models for assessment of second language development and relate these to the knowledge requirements in the course syllabus
- demonstrate confidence in writing

### **Module 5, Methods for Language and Knowledge Development (5 credits)**

- apply the aims of the steering documents and guidelines in the planning of both individual lessons and longer course components
- practically apply theories of methods for language development in lesson planning
- reflect on and plan for how IT can be used in the second language instruction
- demonstrate confidence in writing

### *Module 6, Literacy and Assessment (5 credits)*

- discuss and provide examples of how teaching can be designed to promote the reading and writing development of adult pupils
- analyse and use current steering documents to assess the written production of a pupil
- discuss different forms of assessment such as mapping, exams, grading, self-assessments, performance analyses, classroom observations, portfolio methodology and other tools for formative assessment
- demonstrate confidence in writing

### **Judgement and approach**

#### *Module 1, Introduction to Swedish for Immigrants (4 credits)*

- in speech and in writing, discuss the significance of the teachers' own attitudes and approaches to teaching

### **Module 2, Swedish from a Typological Perspective (6 credits)**

- problematise and approach the role of grammar in teaching

### **Module 3, Swedish Phonetics and Phonology from a Second Language Perspective (4 credits)**

- discuss approaches and attitudes to accents in a multicultural society

### *Module 4, Language Learning for Adults (6 credits)*

- discuss which linguistic, social and cultural factors can influence the second language development of adult pupils

### **Module 5, Methods for Language and Knowledge Development (5 credits)**

- discuss the role of the teaching in a multicultural society
- reflect on different ways to respond to pupils in need of special support in teaching

### **Module 6, Literacy and Assessment (5 credits)**

- provide informed reflections on the implications of what limited writing and reading comprehension may mean for individuals in a society with advanced literacy requirements

## Course content

Based on second language research and didactic perspectives on language acquisition, students are provided with knowledge from areas of relevance for the teaching of Swedish to adult immigrants, such as the multicultural and multilingual society, the Swedish language from a typologic perspective and phonetics from a second language perspective. In addition, the course covers language learning for adult pupils, the development of literacy in a second language - including reading and writing disabilities - as well as methods for language and knowledge development. All modules offer a clear connection between theory and practice and students are offered good opportunities to cement their recently acquired theoretical knowledge in their own teaching. This is facilitated through a course structure where the students are able to hold group online discussions on the content in the required reading based on both given examples and their own experiences from the teaching of Swedish for adult immigrants. The course content is processed through discussions and reflections in order to encourage the students to hold advanced conversations about the course content from a didactic perspective.

The course is divided into six modules:

### *Module 1, Introduction to Swedish for Immigrants (4 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. Basic concepts in both public and scholarly multicultural discourse are introduced and critically discussed. It also covers how the migration process, socialising process and potential identity loss can influence adult learning. In this module, the students are also able to reflect on their own teaching experiences based on an introduction to how SFI studies may be made available for pupils with disabilities.

### *Module 2, Swedish from a Typological Perspective (6 credits)*

This module provides knowledge of the structure of Swedish (morphology, syntax, semantics) from a comparative typological perspective, which is also intended to prepare students for encountering the first languages of their pupils. The module focuses on elements of Swedish morphology and syntax that often prove difficult for second language speakers. The knowledge is put in a didactic context through different problematisations and practical applications for the SFI classroom, for example, assessment of student production and analysis of study resource texts.

### *Module 3, Swedish Phonetics and Phonology from a Second Language Perspective (4 credits)*

This module provides students with knowledge of Swedish phonetics and phonology from a typologic perspective. The course focuses on learning and the participants develop their knowledge of what can lead to difficulties for second language learners of Swedish and how teachers can work specifically on their pupils' pronunciation in teaching and assessment. Through different learning activities, the participants are given the opportunity to connect the knowledge to a typical day of teaching, for example, by planning and discussing teaching components and designing assignments based on the steering documents. The students are also given the opportunity to analyse and reflect on components from past national tests to gain insight into how these provide pupils with an opportunity to demonstrate the knowledge described in the knowledge requirements.

### *Module 4, Language Learning for Adults (6 credits)*

The module provides students with knowledge of adults' second language learning and different factors that influence second language acquisition. The students are

given the opportunity to reflect on different learning processes and developmental patterns in second language acquisition. They are also given the opportunity to reflect on and, together with other students, discuss and plan possible forms of instruction in relation to these learning processes and developmental patterns but also in relation to educational adaptations. The module provides the participants with specialised knowledge of making SFI studies for adult pupils with disabilities accessible and in doing so builds on the introduction in Module 1.

*Module 5, Methods for Language and Knowledge Development (5 credits)*

The module covers methods for parallel language and knowledge development. The students are also introduced to how digital tools and platforms can be used in adult education. Based on the required reading and the steering documents, students are given the opportunity in group conversations and collaborative teaching planning to discuss how methods for language and knowledge development can be used in the activities of each student. In relation to the teaching plans, the students reflect on how they can ensure that the teaching content and design is characterised by a gender equality perspective.

*Module 6, Literacy and Assessment (5 credits)*

This module covers both literacy based on research about first language literacy and the development of literacy in a second language. The course also covers how SFI studies can be made accessible for pupils with reading and writing disabilities. The students are offered the opportunity to reflect on the implications of what limited writing and reading ability may mean for individuals in a society with advanced literacy requirements. Through group discussions and practical exercises, the students discuss, test out and reflect on different tools for assessment (for example tests, self evaluation, performance analysis, classroom observations and portfolio methodology), particularly formative forms of assessment, in relation to the knowledge requirements in the steering documents. The module also includes the study of components from past national tests.

## Course design

The course is a distance learning course that makes use of an online learning platform. Students are required to participate according to these conditions, and to have access to a computer with an internet connection. The department will provide information about the technical requirements.

## Assessment

Module 1, Introduction to Swedish for Immigrants (4 credits) The assessment of the module is based on a written take-home exam and one to two written assignments during the course.

Module 2, Swedish from a Typological Perspective (6 credits) The assessment is based on a written take-home exam and 2-3 written assignments during the course.

Module 3, Swedish Phonetics and Phonology from a Second Language Perspective, (4 credits) The assessment is based on a take-home exam and 1-2 oral or written assignments during the course.

Module 4, Language Learning for Adults (6 credits): The assessment is based on a written take-home exam and 2-3 written assignments during the course.

Module 5, Methods for Language and Knowledge Development (5 credits): The assessment is based on a written take-home exam and 2-3 assignments during the course.

Module 6, Literacy and Assessment (5 credits) The assessment is based on a written take-home exam and 2-3 assignments during the course.

*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 the grade of Pass on the whole course, students must have been awarded this grade on all modules. For the grade of Pass with Distinction on the whole course, students must have been awarded this grade on at least four of the modules and the grade of Pass on the remaining credits. All assessed components require a good use of language.

## **Entry requirements**

To be admitted to the course, the student must be a teacher employed by a responsible authority, entrepreneur or adult education institution and hold a certificate with the relevant authority's approval.

## **Further information**

1. The course is offered as a commissioned education course at the Centre for Languages and Literature, Lund University in collaboration with LUCE (Lund University Commissioned Education).
2. Module titles in Swedish: Delkurs 1: Introduktion till kommunal undervisning i svenska för invandrare (4 hp), Delkurs 2: Svenska språket i ett typologiskt perspektiv (6 hp), Delkurs 3: Fonetik och fonologi ur ett andraspråksperspektiv, (4 hp) Delkurs 4: Språkinläring för vuxna inlärare (6 hp), Delkurs 5: Språk- och kunskapsutvecklande arbetssätt (5 credits), Delkurs 6, Litteracitet och bedömning (5 hp)

Subcourses in LLYU76, Swedish as a Second Language for Teachers of Newly Arrived Immigrants. Included in the Government CPD for Teachers

Applies from H22

- 2201 Introduction to Swedish for Immigrants, 4,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2202 Swedish from a Typological Perspective, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2203 Phonetics and Phonology from a Second Language Perspective, 4,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2204 Language Learning for Adults, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2205 Language and Knowledge-development Teaching, 5,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2206 Literacy and Assessment, 5,0 hp  
Grading scale: Fail, Pass, Pass with distinction