



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

**LLYU80, Swedish as a Second Language in Secondary Education. Included in the government CPD for teachers, 90 credits**

*Svenska som andraspråk för ämneslärare. Ingår i Lärarlyftet, 90 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 2020-12-22 to be valid from 2020-12-22, autumn semester 2021.

### General Information

The course is offered as a commissioned education.

The course is offered within the framework of the government CPD initiative for teachers and in collaboration with Lund University Commissioned Education (LUCE).

*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

*Module 1: Swedish as a Second Language as a School Subject, 6 credits*

- 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

*Module 2: Multilingualism: Society and Identity, 6 credits*

- account for historical and international perspectives on migration
- account for how multilingualism and cultural affiliation can influence the individual and for how the view on linguistic and cultural variation is reflected in society and in schools

### **Module 3: Reading and writing academic texts, 3 credits**

- account for features that characterise academic nonfiction texts

*Module 4: Swedish from a Second Language Perspective, 9 credits*

- 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

*Module 5: Written Proficiency for Teachers of Swedish as a Second Language, 6 credits*

- provide a general account of links between different aspects of text quality and describe some techniques for feedback in both speech and writing

### **Module 6: Pupils' and Adults' Second Language Acquisition, 6 credits**

- account for different theories about second language acquisition processes and the factors that influence them
- account for general and individual features of the language acquisition process

*Module 7: Language Teaching for Newly Arrived Pupils, 6 credits*

- account for different ways to organise reception and mapping
- account for and discuss aspects of second language didactics

*Module 8: Digital perspectives in the teaching of Swedish as a Second Language, 3 credits*

- account for how digital tools can be used in their own teaching
- provide examples of how digitisation in society influences the Swedish language

*Module 9: Pupils' Learning of Reading and Writing, 6 credits*

- 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

*Module 10: Didactic Perspectives on Word Acquisition, 3 credits*

- account for what characterises teaching that develops the vocabulary of second language learners

*Module 11: Pupils' Written Production: Analysis and Feedback, 6 credits*

- recognise different linguistic problems and find possible solutions

*Module 12: The Theory and Practice of Teaching Pronunciation, 7.5 credits*

- 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 influence the development of pronunciation in second language acquisition
- provide a basic account of how the pronunciation of a second language learner in Swedish can influence and be influenced by the written forms of the words

*Module 13: Grading and Assessment, 7.5 credits*

- account for different methods to analyse and assess the language development of pupils who have Swedish as a second language
- account for differences between formative and summative assessment and connect these to the work of teachers of Swedish as a second language

*Module 14: Didactic Perspectives on Literature and the Second Language Reader, 15 credits*

- account for tools for knowledge and language developing work methods in connection with fiction and other narrative genres
- account for didactic challenges that can arise when working with fictional texts in a multicultural and multilingual classroom context
- account for some key literary concepts and tools in connection with literature selection and teaching in a second language context

## Competence and skills

### *Module 1: Swedish as a Second Language as a School Subject, 6 credits*

- discuss basic principles in the area of language policy and language planning to critically analyse Swedish language policy documents
- discuss Swedish as a Second Language as a school subject based on the multicultural and multilingual society

### *Module 2: Multilingualism: Society and Identity, 6 credits*

- apply a multilingual approach in teacher planning

### *Module 3: Reading and Writing Academic Texts, 3 credits*

- write simple texts that comply with linguistic norms and text conventions that apply in the genre

### *Module 4: Swedish from a Second Language Perspective, 9 credits*

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

### *Module 5: Written Proficiency for Teachers of Swedish as a Second Language, 6 credits*

- write good nonfictional prose considering linguistic and textual norms
- use feedback and revision strategies to deliberately develop and clarify their own texts
- provide clear, correct and useful feedback on the texts of fellow students

### *Module 6: Pupils' and Adults' Second Language Acquisition, 6 credits*

- discuss the language learning process from a didactic perspective

### *Module 7: Language Teaching for Newly Arrived Pupils, 6 credits*

- apply work methods that develop the linguistic proficiencies of pupils that are new to the Swedish language

### *Module 8: Digital perspectives in the Teaching of Swedish as a Second Language, 3 credits*

- discuss different aspects of digital skills from a school perspective

### *Module 9: Pupils' Learning of Reading and Writing, 6 credits*

- 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

### *Module 10: Didactic Perspectives on Word Acquisition, 3 credits*

- provide basic arguments on the differences in word acquisition for beginners and more advanced students

### *Module 11: Pupils' Written Production: Analysis and Feedback, 6 credits*

- analyse, assess and provide feedback on pupils' texts based on the school policy documents
- write educational texts that are adapted to the reader

### *Module 12: The Theory and Practice of Teaching Pronunciation, 7.5 credits*

- 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

*Module 13: Grading and Assessment, 7.5 credits*

- analyse and assess second language speakers' (oral and written) language and language development
- create assignments for assessment based on relevant course and subject syllabi

*Module 14: Didactic Perspectives on Literature and the Second Language Reader, 15 credits*

- choose, justify and use fictional texts in a multicultural classroom and 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
- plan to support pupils in knowledge and language development work with fictional texts, based on policy documents, intercultural communication and theories of literature teaching

## **Judgement and approach**

*Module 1: Swedish as a Second Language as a School Subject, 6 credits*

- contribute to a basic discussion on different language policy and education matters
- assess and interrogate common concepts in multicultural discourse

*Module 2: Multilingualism: Society and Identity, 6 credits*

- discuss questions concerning multilingualism and sociolinguistic aspects with a scholarly approach
- assess and interrogate common concepts in multicultural discourse
- monitor and critically review research and debates about Swedish as a second language, multilingualism and cultural diversity

*Module 3: Reading and Writing Academic Texts 3 credits*

- review their own texts and those of others from a functional/textual perspective

*Module 4: Swedish from a Second Language Perspective, 9 credits*

- problematise and approach the role of grammar in teaching

*Module 5: Written Proficiency for Teachers of Swedish as a Second Language, 6 credits*

- make assessments of their own nonfiction texts and those of others

*Module 6: Pupils' and Adults' Second Language Acquisition, 6 credits*

- discuss issues concerning second language acquisition with a scholarly approach

*Module 7: Language Teaching for Newly Arrived Pupils, 6 credits*

- discuss their own teacher planning or that of another student based on a language didactics perspective
- approach teaching from the perspective of a multilingual and multicultural norm

*Module 8: Digital Perspectives in the Teaching of Swedish as a Second Language, 3 credits*

- critically approach how digitisation in society influences the conditions for teaching Swedish as a second language, its content and the conditions for the individual pupil

*Module 9: Pupils' Learning of Reading and Writing, 6 credits*

- approach teaching from the perspective of a multilingual and multicultural norm

*Module 10: Didactic Perspectives on Word Acquisition, 3 credits*

- discuss the meaning of knowing words and the consequences of this for teaching and assessment in Swedish as second language

*Module 11: Pupils' Written Production: Analysis and Feedback, 6 credits*

- reflect on the language requirements for different genres in the policy documents

*Module 12: The Theory and Practice of Teaching Pronunciation, 7.5 credits*

- discuss and prioritise different phonetic and phonological aspects of teaching pupils Swedish as second language

*Module 13: Grading and Assessment, 7.5 credits*

- discuss issues concerning assessment and mapping of language development based on a scholarly approach

*Module 14: Didactic Perspectives on Literature and the Second Language Reader, 15 credits*

- discuss their own teacher planning or that of another student from a didactic perspective.

## Course content

*Module 1: Swedish as a Second Language as a School Subject, 6 credits*

Swedish as a second language as a school subject is contextualised around 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 school world and its importance for present-day teachers. Basic concepts in both public and scholarly multicultural discourse are introduced and critically discussed.

*Module 2: Multilingualism: Society and Identity, 6 credits*

The module builds on Module 1 and takes its starting point in the multilingualism of pupils of Swedish as a second language and how this can be strengthened in and outside of school. Sociolinguistic perspectives on multilingualism are studied based on the Swedish context. The role of language as an ethnic and social marker is discussed, as well as attitudes to different languages and varieties. The history of and discussions on the subjects of Swedish and Swedish as a second language are brought up in relation to attitudes in society. The module emphasises the importance of teachers having good knowledge of the cultural and linguistic background of the individual, what happens in the encounter between different cultures, and the presence of multiple cultures and multilingualism in the classroom.

### **Module 3: Reading and Writing Academic Texts, 3 credits**

The module gives an introduction to reading and writing academic texts with a focus on the type of texts that occur in Swedish as a second language as a subject and as a research field. The students practise reading and summarising research articles of relevance to schools and teaching Swedish as a second language. In addition, students are able to extend on their previous knowledge of reading strategies, source evaluation and reference management.

*Module 4: Swedish from a Second Language Perspective, 9 credits*

The module provides knowledge of the structure of Swedish (morphology, syntax and semantics) from a comparative typological perspective that also aims to provide preparedness in the encounter with the pupil's first language. The module focuses on the elements of Swedish language rules that often prove difficult for second language speakers. The knowledge is placed in a didactic context through different forms of interrogation and application in teaching situations.

*Module 5: Written Proficiency for Teachers of Swedish as a Second Language, 6 credits*

The module provides students with the skills to meet the requirements of teachers of Swedish as a second language's own written language proficiency, with a focus on informative and argumentative texts. Different perspectives on text quality are discussed - such as style, correctness and function - and linked to written and oral feedback. Different forms of peer feedback and self-reflection are included as components in the course.

*Module 6: Pupils' and Adults' Second Language Acquisition, 6 credits*

The module provides students with knowledge of how a second language is acquired in general and Swedish as a second language in particular. Different theories and strategies for language learning are analysed and discussed, with didactic perspectives as an important component. The module includes specialised discussions of different linguistic, cultural, individual and social factors that influence the learning of a second language. Both general patterns and individual differences are studied within the scope of development of a second language.

*Module 7: Language Teaching for Newly Arrived Pupils, 6 credits*

The module focuses on teaching in schools and adult education for pupils that are new to the Swedish language. The module addresses different ways to organise the reception of newly arrived pupils and mapping of the second language learner's previous knowledge. The module also covers what characterises teaching and learning in multilingual environments and in a second language. A central part of the module focuses on work methods that develop the linguistic proficiencies of the pupils.

*Module 8: Digital Perspectives in the Teaching of Swedish as a Second Language, 3 credits*

The module covers digital perspectives on both the content and design of teaching Swedish as a second language. The students obtain knowledge of the significance of digital skills, with a focus on school contexts, and of how language and education are influenced by the digitisation of society. The students are also able to test a series of digital tools and discuss how these can be used in different parts of teaching Swedish as a second language.

*Module 9: Pupils' Learning of Reading and Writing, 6 credits*

The module covers the development of literacy in a second language - including reading and writing difficulties and literacy - in a school context. 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 from a second language perspective. The students will discuss and practise different methods for teaching reading and writing.

*Module 10: Didactic Perspectives on Word Acquisition, 3 credits*

The module gives an introduction to the teaching of vocabulary and in doing so refers back to the work in previous modules on second language learning of vocabulary, word formation and semantics. In the practical components of the course the students will reflect on and plan how to incorporate and adapt word acquisition to the teaching situation based on the needs and language level of different target groups.

*Module 11: Pupils' Written Production: Analysis and Feedback, 6 credits*

The module addresses the school's text types based on the production of second language pupils. The students are given practice in the analysis of pupils' texts and formative assessment based on a second language perspective in different genres. Furthermore, the students acquire knowledge of how teachers can write educational

texts related to written assignments such as instructions, feedback and assessment justifications from a receiver perspective. The starting point for the module is the contents of the steering documents for school and adult education concerning written presentations.

*Module 12: The Theory and Practice of Teaching Pronunciation, 7.5 credits*

The module provides students with knowledge of Swedish pronunciation and language learning and how the teacher can turn knowledge of these into concrete teaching of pronunciation. The students are first given a good foundation in Swedish phonetics and phonology. However, the course focuses on second language acquisition and the features of Swedish pronunciation that prove difficult for second language learners and how teachers are able to work practically with their pupils' pronunciation-related skills and knowledge in teaching and assessment.

*Module 13: Grading and Assessment, 7.5 credits*

The module covers different methods to assess and analyse the language development of second language pupils based on teaching Swedish as a second language. The students are given practise in carrying out independent analyses and assessing authentic second language texts in speech and in writing at different levels and for different purposes, for example for mapping, needs assessments or grading. In addition, the module covers test design and assignments for assessment based on the steering documents.

*Module 14: Didactic Perspectives on Literature and the Second Language Reader, 15 credits*

The module covers the reading of young adults and adults and highlights how fiction can be used to promote language and knowledge development in second language learners. The module builds on modules in previous semesters and provides students with a specialisation in narrative genres in relation to other text types with special focus on word acquisition and reading comprehension. Using literary concepts and methodological tools, students analyse the content, difficulty and structure of narrative texts. In addition, the course gives an introduction to the didactics of literature as a research field from a reception theory and intercultural perspective. The course demonstrates ways to use fictional texts written by both women and men from different cultures and times in work on issues such as multilingualism, identity and cultural encounters. Based on the required reading and individual experiences of teaching, the student develops their ability to make didactic choices in connection with the planning of teaching sessions that are based on reading fiction and focuses on the encounter between text and reader. The students will also examine and discuss how reading fiction can be combined with conversations, writing and other forms of communication in Swedish as a second language.

## **Course design**

The course is a distance learning course based on an online learning platform. Students are required to participate according to these conditions, and to have access to a computer with an internet connection. At the beginning of the course, information about the technical requirements is provided.

Reading instructions and exercises are provided via the learning platform as well as recorded lectures and literature comments that support the student's work on the required reading and the course content. The participants are also given the opportunity to participate in live lectures and online meetings with the teacher via the learning platform.

## Assessment

### *Module 1: Swedish as a Second Language as a School Subject, 6 credits*

Assessment of the module is based on one to two written assignments and a written take-home exam.

### *Module 2: Multilingualism: Society and Identity, 6 credits*

Assessment of the module is based on one to two written assignments and a written take-home exam.

### *Module 3: Reading and Writing Academic Texts, 3 credits*

Assessment of the module is based on two to three written assignments.

### *Module 4: Swedish from a Second Language Perspective, 9 credits*

Assessment of the module is based on one to three written assignments and a written take-home exam.

### *Module 5: Written Proficiency for Teachers of Swedish as a Second Language, 6 credits*

Assessment of the module is based on one to three written assignments and a written take-home exam.

### *Module 6: Pupils' and Adults' Second Language Acquisition, 6 credits*

Assessment of the module is based on one to three written assignments and a written take-home exam.

### *Module 7: Language Teaching for Newly Arrived Pupils, 6 credits*

Assessment of the module is based on one to two written assignments and a written teaching plan.

### *Module 8: Digital perspectives in the Teaching of Swedish as a Second Language, 3 credits*

Assessment of the module is based on one to two compulsory take-home assignments.

### *Module 9: Pupils' Learning of Reading and Writing, 6 credits*

Assessment of the module is based on one to two written assignments and a written take-home exam.

### *Module 10: Didactic Perspectives on Word Acquisition, 3 credits*

Assessment of the module is based on one to two written assignments.

### *Module 11: Pupils' Written Production: Analysis and Feedback, 7.5 credits*

Assessment of the module is based on one to three written assignments and a written take-home exam.

### *Module 12: The Theory and Practice of Teaching Pronunciation, 7.5 credits*

The module is assessed by one to three written assignments and a written take-home examination.

### *Module 2: Grading and assessment, 7.5 credits*

Assessment of the module is based on one to three written assignments and a written take-home exam.

### *Module 14: Didactic Perspectives on Literature and the Second Language Reader, 15 credits*



Assessment of the module is based on two to five written assignments and a written teaching plan.

*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, the student must have been awarded this grade on all modules. For the grade of Pass with Distinction on the whole course, the student must have been awarded the grade of Pass with Distinction on at least 45 of the course credits and the grade of Pass on the remaining credits.

## Entry requirements

General requirements for university studies in Sweden

## Further information

- The course is offered at the Centre for Languages and Literature, Lund University in collaboration with LUCE (Lund University Commissioned Education).
- The participants can apply for validation of their knowledge and skills in relation to the learning outcomes of the course in accordance with the instructions of the Swedish National Agency for Education. The application for validation is to specify which learning outcomes of the CPD course can be validated and the professional activities, higher education, other education and activities in which the learning outcomes have been attained.
- Module titles in Swedish: Delkurs 1: Skolämnet svenska som andraspråk (6 hp), Delkurs 2: Flerspråkighet: Samhälle och identitet (6 hp), Delkurs 3: Att läsa och skriva akademiska texter (3 hp), Delkurs 4: Svenska språket i ett andraspråkperspektiv (9 hp), Delkurs 5: Skriftlig språkfärdighet för svenska som andraspråkläraren (6 hp), Delkurs 6: Andraspråksinläring hos skolungdomar och vuxna (6 hp), Delkurs 7: Språkundervisning för nyanlända elever (6 hp), Delkurs 8: Digitala perspektiv i svenska som andraspråksundervisningen (3 hp), Delkurs 9: Elevers läs- och skrivinläring (6 hp), Delkurs 10: Didaktiska perspektiv på ordinläring (3 hp), Delkurs 11: Elevers skriftliga produktion: Analys och respons (6 hp), Delkurs 12: Uttalsundervisning i teori och praktik (7,5 hp), Delkurs 13: Betygssättning och bedömning (7,5 credits), Delkurs 14: Didaktiska perspektiv på litteraturen och andraspråksläsaren (15 hp).

**Subcourses in LLYU80, Swedish as a Second Language in Secondary Education. Included in the government CPD for teachers**

Applies from H21

- 2101 Swedish as a Second Language as a School Subject, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2102 Multilingualism: Society and Identity, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2103 Reading and Writing Academic Texts, 3,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2104 Swedish from a Second Language Perspective, 9,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2105 Written Proficiency for Teachers of Swedish as a Second Lang, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2106 Pupils' and Adults' Second Language Acquisition, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2107 Language Teaching for Newly Arrived Pupils, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2108 Digital Persp. in the Teaching of Swedish as a Second Lang., 3,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2109 Pupils' Learning of Reading and Writing, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2110 Didactic Perspectives on Word Acquisition, 3,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2111 Pupils' written Production: Analysis and Feedback, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2112 The Theory and Practice of Teaching Pronunciation, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2113 Grading and Assessment, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2114 Didactic Persp. on Literature and the Sec. Lang. Reader, 15,0 hp  
Grading scale: Fail, Pass, Pass with distinction