

ÄSAD21, Swedish as a Second Language 1, 30 credits

Svenska som andraspråk 1, 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 2020-03-23 and was last revised on 2025-02-20 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2025/128). The revised syllabus comes into effect 2025-03-10 and is valid from the autumn semester 2025.

General information

The course is a component of the teacher education programme at Lund University.

Language of instruction: Swedish

Main field of study

Specialisation

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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
- account for how multilingualism and cultural affiliation can influence the individual as well as how views on linguistic and cultural variation are reflected in society

Competence and skills

- 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
- 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
- apply a multilingual approach in situations relating to schools and adult education

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
- make assessments of their own nonfiction texts and those of others
- reflect on their own writing process and identify areas of development
- take a position on teaching in different subjects based on a second language perspective.

Course content

Module 1. Swedish as a Second Language: Introducing Swedish as a Second Language, 13.5 credits

The module provides students with a context for the school subject Swedish as second language as well as tools to develop their writing.

The subject Swedish as second language is contextualised based on 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. The historical development and issues of Swedish and Swedish as a Second Language as school subjects are discussed, particularly in relation to attitudes in society.

As a central part of the course, and in parallel with the introduction to the school subject Swedish as a second language, students are provided with skills instruction with a focus on the students' writing skills, particularly in 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 2. 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. 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 3. Sociolinguistics and Multilingualism, 7.5 credits

The module addresses different sociolinguistic issues, above all linguistic variation and multilingualism. Focus is 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 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.

Course design

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

Module 1 includes 2-4 compulsory feedback sessions.

Module 2 includes 2-4 compulsory written assignments.

Absence from the compulsory components is compensated for with written or oral assignments.

Assessment

Assessment of Module 1 is based on two written examinations, 2-4 written assignments.

Assessment of Module 2 is based on a written examination.

Assessment of Module 3 is based on 1-2 oral assignments and a written take-home examination.

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.

Grades

Grading scale includes the grades: 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 also have been awarded the grade of Pass with Distinction on the modules "Introduction: Writing, processing, feedback" (7.5 credits) and "Swedish from a Typological Perspective" (9 credits).

For the grade of Pass on each subcourse students must have been awarded this grade on all assignments. Requirements for Pass with Distinction on each subcourse as specified below.

Module 1, subcourse "Introduction: Swedish as a Second Language:" Pass with Distinction on the written examination

Module 1, subcourse "Introduction: Writing, processing, feedback:" Pass with Distinction on the written examination

Module 2, subcourse "Swedish from a Typological Perspective:" Pass with Distinction on the written examination

Module 3, subcourse "Sociolinguistics and Multilingualism:" Pass with Distinction on the take-home exam

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

- The course is offered at the Centre for Languages and Literature, Lund University.
- 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.
- Module titles in Swedish:

1. Introduktionskurs, 13.5 credits
2. Svenska språket i ett typologiskt perspektiv, 9 hp
3. Språksociologi och flerspråkighet, 7,5 hp