

Swedish as a Second Language, basic course

Single subject course

60 credits

Svenska som andraspråk, grundkurs

910G01

Valid from:

Determined by
The Board of Educational Science

Date determined
2007-12-19

Main field of study

No main field of study

Course level

First cycle

Advancement level

G1X

Entry requirements

Specific entry requirements 2 (relevant language level 3 and EnB). Exemption is given for relevant language level 3.

Intended learning outcomes

On completion of the course, the student should

- have knowledge of the Swedish sound system and grammatical structure
- be able to apply the acquired knowledge in analyses of spoken and written interlanguage
- have knowledge of language learners and processes of language acquisition
- understand fundamental similarities and differences between first, second and foreign language acquisition
- have systematising knowledge of man as a cultural social being
- be familiar with migration processes and Swedish migration policy
- be able to account for theoretical starting-points for organisation, planning and implementation of second language teaching for learners of different ages
- be able to carry out and, in writing, report a minor project with scientific funding

Course content

The course covers Swedish phonetics and phonology from a contrastive perspective with emphasis on difficulties in Swedish for second language learners. In the course, the students reflect on these difficulties, for example through analysis of the Swedish spoken by second language learners. Different writing systems are highlighted, as well as Swedish spelling and its relation to spoken Swedish.

The course also contains studies in Swedish grammar. The student will be given an orientation in the structures of other languages and reflect on difficulties in Swedish. For example through analysis of the written language production of learners.

The course contains theories and models of second language acquisition. The importance of psychological, social and cultural factors for second language development is studied in the course. The socio-cultural part of the course is focused on the language learner in society. The concept of culture is discussed, and how cultural identities are created is in focus. Migration and immigration policy from Swedish and international perspectives are included.

The special conditions of the multicultural teaching situation are studied in the course; course syllabi for the subjects of Swedish as second language and First language are discussed; organisation, planning and implementation of second language teaching as well as assessment and evaluation are covered.

The course contains placement, where the student plans and carries out parts of the Swedish as a second language teaching under supervision of a professional teacher, in one or several groups. The student should also carry out and, in writing, report a project work.

Teaching and working methods

In addition to independent studies of the course literature, work with exercises and examination assignments, group assignments outside scheduled time are also included. Scheduled activities are lectures/teaching sessions, seminars and some field related exercises.

The working methods during placement are initially auscultations and then own contributions in the form of planning and implementation of lectures. The project part consists of studies of relevant background literature, collection of empirical data, analysis of these and production of a written report.

Examination

The course is examined through written examinations and analysis assignments, which are presented orally and in writing.

Placement is examined through evaluation of the student's abilities during the placement. The project work is examined by assessment of the written report from both scientific and linguistic perspectives. The student must also review and publicly discuss and examine another essay.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

Department

Institutionen för kultur och kommunikation