

## **Swedish as a second language**

The subject of Swedish as a second language gives students with a mother tongue other than Swedish the opportunity to develop their communicative language skills. A rich language is a prerequisite for acquiring new knowledge, passing further studies and taking an active part in social and working life. It is also through language that we express our personality and interact with other people in various situations. The subject helps students to enhance their multilingualism and confidence in their own language skills, while at the same time gaining greater respect for the languages of others and the way in which other people express themselves.

### **The purpose of the subject**

The purpose of teaching the subject Swedish as a second language is that students should develop skills in and knowledge of the Swedish language. Students should also be given the opportunity to reflect on their own multilingualism and their ability to master and develop a functional and rich second language in Swedish society.

In the teaching, students should be given plenty of opportunities to meet, produce and analyse verbal and written language. Fiction, texts of various kinds, film and other media should be used as a source of insight into other people's experiences, thoughts and perceptions and to give students an opportunity to develop a varied and nuanced language. The content should be chosen so that the students' past experiences and knowledge are taken into account. The teaching should also help students develop knowledge about how to search for, compile and critically review information from different sources.

The development of society and digitalisation affect language, linguistic usage and forms of communication. Through teaching, students should be given the opportunity to develop their ability to orient themselves, read, sift and communicate in a wider world of digital text with interactive and changing texts.

Students should also be given the opportunity to develop the knowledge about verbal and written communication that is needed in working life and for further studies. This includes using digital tools and media for presentation, communication, interaction and collaboration with texts.

Multilingualism is an asset for both the individual and society and by comparing language skills and linguistic experience with others, students should be given the opportunity to develop a better understanding of the function that language has for communication, thinking and learning.

*The teaching of the subject Swedish as a second language should give students the opportunity to develop the following:*

1. Ability to communicate in speech and writing and adapt language to the subject, purpose, situation and recipient.
2. Ability to use a rich vocabulary in a way that is relevant to the context.

3. Knowledge of the structure and linguistic standards of the Swedish language, i.e. how words, phrases and sentences are structured and how these interact.
4. Ability to structure, reference, evaluate and critically review the content of verbal and written language.
5. Ability to read and reflect on texts of various kinds.
6. Ability to read and reflect on fiction in different forms and from different parts of the world.
7. Knowledge of language and linguistic variation, as well as the ability to reflect on the use of language and attitudes to different linguistic usages.
8. Ability to compare the Swedish language with their own mother tongue and other languages in which the student has skills and the ability to reflect on their own learning of language.

### **Courses on the subject**

Swedish as a second language 1, 100 credits, based on the knowledge given by compulsory school or equivalent.

Swedish as a second language 2, 100 credits, which develops from the course Swedish as a second language 1.

Swedish as a second language 3, 100 credits, which develops from the course Swedish as a second language 2.

### **Swedish as a second language 1, 100 credits**

#### **Course code: SVASVA01**

The course Swedish as a second language 1 covers points 1 – 8 under the heading the purpose of the subject.

#### **Central content**

*Teaching in the course should cover the following core content:*

- Oral presentations and oral narratives for different listeners. Strategies for understanding and making themselves understood in conversations and discussions. Participation in conversations and discussions, where language, content and disposition are adapted to the subject, purpose, situation and recipient and where arguments are used to clarify their own views and to respond to the arguments of others. Use of both digital and other technical presentation tools to support and improve oral presentations.
- Written presentation of texts for communication and reflection. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. Use of digital tools for text processing as well as for response to and cooperation in texts. Text construction, textual patterns and linguistic features, especially in narrative, descriptive and argumentative texts. Reference and quotation techniques and references to different sources. Copyright and integrity issues in digital publishing.
- Vocabulary and structure of the Swedish language in different communication situations.

- Reading and discussion of texts used in everyday life, social situations, studies and working life.
- Reading and discussion of modern fiction written by both women and men that gives an insight into different cultures, universal themes and Swedish reference frameworks.
- Linguistic variation in Sweden and in the Swedish language, with emphasis on how language variation is linked to, for example, origin and place of residence, age, gender and social background. Attitudes towards linguistic variation. The impact of digitalisation on language and linguistic usage. Differences between formal and informal linguistic usage and spoken and written language.
- Comparison between the Swedish language and the student's mother tongue.
- Reflection on language learning, with an emphasis on how oral situations and texts can be used to build vocabulary and develop the language.

### **Knowledge requirements**

#### *Grade E*

The student can discuss topics that affect everyday life, society, studies and work and **to a certain extent** adapt his or her language to the subject, purpose, situation and recipient. The student can make oral presentations in which the context is easy to follow. The student can also use technical presentation aids **with a certain assurance**. The student can write different types of texts that are coherent and understandable and essentially conform to the standards of the selected type of text. The vocabulary, pronunciation and grammatical mastery are sufficiently good to ensure that written and oral communication **is not hindered apart from in exceptional cases**.

The student can summarise **in general terms** the main content of oral and written presentations that occur in everyday life, society, studies and work. The student can evaluate and critically review the content with **simple** opinions. The student can describe **in general terms** the content of simple texts of different kinds and modern fiction. The student can adapt his or her reading to the type of text and show by example the difference between narrative, descriptive, representational, instructional and argumentative features. The student can **with a certain assurance**, use other people's texts as patterns for his or her own language production.

The student can make **simple** reflections on how linguistic variation is connected with the speaker, purpose and communication situation and how language can have different status in different situations. The student also gives examples of linguistic features that are typical of spoken and written language. The student can also describe **in general terms** similarities and differences between Swedish and his or her own mother tongue. The student can make **simple** reflections on his or her own use of language and can **with a certain assurance** use different strategies to develop his or her own learning.

#### *Grade D*

Grade D means that the knowledge requirements for E and most of C are satisfied.

### *Grade C*

The student can discuss topics that affect everyday life, society, studies and work and **to a certain extent** adapt his or her language to the subject, purpose, situation and recipient. The student can make oral presentations in which the context is easy to follow. **In these, the student can highlight the main idea and support this with examples.** The student can also use technical presentation aids **that support and clarify the oral presentation with a certain assurance.** The student can write different types of texts that are coherent, understandable and **well structured** and essentially conform to the standards of the selected type of text. **The student can partially adapt his or her style to the type of text.** The vocabulary, pronunciation and grammatical mastery are sufficiently good to ensure that written and oral communication **is not hindered. When the vocabulary is not sufficient, the student can demonstrate attempts at some strategy for expressing him or herself in another way.**

The student can summarise **in general terms and with important details** the main content of oral and written presentations that occur in everyday life, society, studies and work. The student can evaluate and critically review the content with **simple** opinions. The student can describe **in general terms** the content of simple texts of different kinds and modern fiction. The student can adapt his or her reading to the type of text and show by example, **and explain with the examples as a basis**, the difference between narrative, descriptive, representational, instructional and argumentative features. The student can **with a certain assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded** reflections on how linguistic variation is connected with the speaker, purpose and communication situation and how language can have different status in different situations. The student also gives examples of linguistic features that are typical of spoken and written language. The student can also describe **in detail** similarities and differences between Swedish and his or her own mother tongue. The student can make **well grounded** reflections on his or her own use of language and can **with a certain assurance** use different strategies to develop his or her own learning.

### *Grade B*

Grade B means that the knowledge requirements for C and most of A are satisfied.

### *Grade A*

The student can discuss **complex** topics that affect everyday life, society, studies and work and **to a great extent** adapt his or her language to the subject, purpose, situation and recipient. The student can make oral presentations in which the context is easy to follow. **In these, the student can effectively highlight the main idea and support this with examples.** The student can also use technical presentation aids **that support, clarify and are well integrated in the oral presentation with assurance.** The student can write different types of texts, **including on complex topics**, that are coherent, understandable, **rich in detail and well structured** and essentially conform to the standards of the selected type of text. **The student can partially adapt his or her style to the type of text and the reader.** The vocabulary, pronunciation and grammatical mastery are sufficiently good to ensure that written and oral communication

**functions well. When the vocabulary is not sufficient, the student can demonstrate attempts at different strategies for expressing him or herself in another way.**

The student can summarise **with important details and nuances** the main content of oral and written presentations that occur in everyday life, society, studies and work. The student can evaluate and critically review the content with **nuanced** opinions. The student can describe the content of simple texts of different kinds and modern fiction and **relate the content to his or her own experiences and universal and social conditions**. The student can adapt his or her reading to the type of text and show by example, **and explain with the examples as a basis**, the difference between narrative, descriptive, representational, instructional and argumentative features. The student can **with assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded and nuanced** reflections on how linguistic variation is connected with the speaker, purpose and communication situation and how language can have different status in different situations. The student also gives examples of linguistic features that are typical of spoken and written language. The student can also describe **in detail and with nuances** similarities and differences between Swedish and his or her own mother tongue. The student can make **well grounded and nuanced** reflections on his or her own use of language and can **with assurance** use different strategies to develop his or her own learning. **The student also uses these to draw conclusions about how language is used.**

## **Swedish as a second language 2, 100 credits**

### **Course code: SVASVA02**

The course Swedish as a second language 2 covers points 1 – 8 under the heading the purpose of the subject.

### **Central content**

*Teaching in the course shall cover the following core content:*

- Oral investigative and argumentative presentations in and to a group. Use of both digital and other technical presentation tools to support and improve oral presentations. Strategies for understanding and making themselves understood in conversations, discussions and presentations. Participation in conversations and discussions, where language, content and disposition are adapted to the purpose and recipient and where arguments are used to clarify their own views and to respond to the arguments of others.
- Written presentation of investigative and argumentative texts. Strategies for writing different types of texts that are adapted to the subject, purpose and recipient. Use of digital tools for text processing as well as for response to and cooperation in texts. Text construction, textual patterns and linguistic features, especially in investigative and argumentative texts. Reference and quotation techniques and references to different sources.
- Vocabulary and structure of the Swedish language in different communication situations.

- Reading and discussion of texts used in everyday life, social situations, studies and working life.
- Reading and discussion of fiction written by both women and men from different cultures and times that provides the basis for developing the language and discussion about narrative structures, universal themes and common literary motifs.
- Linguistic variation in Sweden and in the Swedish language. Language relationships and language changes. The position and status of Swedish, immigrant languages, minority languages, Swedish sign language and dialects.
- Comparison between Swedish, the student's mother tongue and other languages that the student has knowledge of.

## Knowledge requirements

### *Grade E*

The student can discuss topics that affect everyday life, society, studies and work and **to a certain extent** adapt his or her language to the purpose, subject and recipient. In discussions, the student responds to the arguments of others, and his or her own opinions are supported with **facts** and examples. The student can make speeches that are well-structured and where the message is clear. The student can also use technical presentation aids **with a certain assurance**. The student can write investigative texts with references to other sources. The vocabulary, pronunciation and grammatical mastery **only in exceptional cases** limit the written and oral communication.

The student can summarise **in general terms** the main content of lectures and texts and check on the understanding of details with the aid of strategies and various aids. The student can evaluate and critically review the content with **simple** opinions. The student can describe **in general terms** the content and the basic narrative structure of literary texts from different cultures and times and also give examples of some central themes and motifs. The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with a certain assurance** use other people's texts as patterns for his or her own language production.

The student can make **simple** reflections on his or her own and others' use of language and **with a certain assurance** use different strategies to develop his or her own learning. The student can also explain **in general terms** the language situation in Sweden, and can provide examples of linguistic variation, linguistic changes and the relationship between Swedish and other languages.

### *Grade D*

Grade D means that the knowledge requirements for E and most of C are satisfied.

### *Grade C*

The student can discuss topics that affect everyday life, society, studies and work and can **to a certain extent** adapt his or her language to the purpose, subject and recipient. In discussions,

the student responds to the arguments of others **with relevant counter arguments**, and his or her own opinions are supported with **facts**, examples **and explanations**. The student can make speeches that are well-structured, where the message is clear **and where the content is adapted to the listeners**. The student can also use technical presentation aids **that support and clarify the oral presentation with a certain assurance**. The student can write **well structured** investigative texts with references to other sources. The vocabulary, pronunciation and grammatical mastery only limit in exceptional cases the written and oral communication.

The student can summarise **in general terms** the main content **and important details** of lectures and texts and check on the understanding of details with the aid of strategies and various aids. **The student can also describe in general terms the disposition and attitude of the speaker or author to the content**. The student can evaluate and critically review the content with **simple** opinions. The student can describe **in general terms** the content and the basic narrative structure of literary texts from different cultures and times and also give examples of some central themes and motifs **and discuss these in general terms**. The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with a certain assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded** reflections on his or her own and others' use of language and **with a certain assurance** use different strategies to develop his or her own learning. The student can also explain **in general terms** the language situation in Sweden, and can provide examples of **and, using these as a starting point, describe in general terms linguistic variation, linguistic changes** and the relationship between Swedish and other languages.

#### *Grade B*

Grade B means that the knowledge requirements for C and most of A are satisfied.

#### *Grade A*

The student can discuss **complex** topics that affect everyday life, society, studies and work and **to a great extent** adapt his or her language to the subject, purpose, situation and recipient. In discussions, the student responds to the arguments of others **in a spontaneous and easy way with relevant counter arguments**, and his or her own opinions are supported with **detailed factual information, illustrative examples and explanations**. The student can make speeches that are well-structured, where the message is clear **and where the content is adapted to the listeners**. **Interruptions and questions are handled easily and spontaneously and the student can use emphasis and intonation to emphasise nuances of meaning**. The student can also use technical presentation aids **that support, clarify and are well integrated in the oral presentation with assurance**. The student can write **well structured** investigative texts **that highlight informed conclusions** and have references to other sources. The vocabulary, pronunciation and grammatical mastery **only in exceptional cases** limit the written and oral communication.

The student can summarise the main content **and important details and implied contexts** of lectures and texts and check on the understanding of details with the aid of strategies and various aids. **The student can also describe in general terms the disposition and attitude of the speaker or author to the content.** The student can evaluate and critically review the content with **nuanced** opinions. The student can describe the content and the basic narrative structure of literary texts from different cultures and times and also give examples of some central themes and motifs **and discuss these in detail.** The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded and nuanced** reflections on his or her own and others' use of language and **with assurance** use different strategies to develop his or her own learning. The student can also explain **in detail** the language situation in Sweden, and can provide examples of **and, using these as a starting point, describe in detail linguistic variation, linguistic changes** and the relationship between Swedish and other languages.

### **Swedish as a second language 3, 100 credits**

#### **Course code: SVASVA03**

The course Swedish as a second language 3 covers points 1 – 6 and 8 under the heading the purpose of the subject.

#### **Central content**

*Teaching in the course shall cover the following core content:*

- Oral presentation of an investigative and argumentative type for different recipients. Strategies for understanding and making themselves understood in conversations, discussions, debates and presentations. Factors that make an oral presentation interesting and convincing. Use of both digital and other technical presentation tools to support and improve oral presentations. Participation in conversations and discussions, where language, content and disposition are adapted to the purpose and recipient and where arguments are used to clarify their own views and to respond to the arguments of others. Disposition, linguistic features and rhetorical approaches in different types of oral presentation.
- Written presentation of investigative and argumentative texts of a scientific nature. Use of digital tools for text processing as well as for response to and cooperation in texts. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. Text construction, textual patterns and linguistic features. Reference and quotation techniques and basic knowledge of source criticism.
- Vocabulary and structure of the Swedish language in different communication situations.



- Reading of and discussion about texts of various kinds, with emphasis on structuring, referencing, evaluating and critically examining larger quantities of text, as well as discussing the structure, language and style of texts of a scientific nature.
- Reading and discussion of fiction written by both women and men from different cultures and times, with the emphasis on summarising, interpreting, evaluating and referring to the texts.
- Linguistic diversity and use of language, with emphasis on how gender, social background and cultural affiliation affect people's way of speaking and writing and how language can be used to express power relationships. Differences between the language usage of the majority society and the minorities.
- Reflection on language learning, with emphasis on developing strategies for further learning.

## Knowledge requirements

### *Grade E*

The student can discuss topics that affect everyday life, society, studies and work and **to a certain extent** adapt his or her language to the subject, purpose, situation and recipient. In discussions, the student responds to the arguments of others, and his or her own opinions are supported with **facts** and examples. The student can make speeches that are well-structured, where the message is clear and where different standpoints are developed, supported by examples and argument. The student can use **simple** rhetorical approaches in a relevant way. The student can also use technical presentation aids **that support the oral presentation with a certain assurance**. The student can write texts of a scientific nature that are **to a certain extent** adapted to the subject, type of text, recipient and situation. The vocabulary, pronunciation and grammatical mastery **only in exceptional cases** limit the written and oral communication.

The student can summarise **in general terms** the main content of texts of a scientific nature and check on the understanding of details with the aid of strategies and various aids. The student can evaluate and critically review the content with **simple** opinions. The student can structure, refer, evaluate, review and summarise, orally and in writing, texts on **subjects that are familiar to him or her** and convert his or her summary into an oral or written compilation that is **to a certain extent** adapted to the type of text and recipient. The student can describe **in general terms** the content, theme, motif and narrative approach in longer literary texts from different cultures and times. The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with a certain assurance**, adapt other people's texts as patterns for their own language production.

The student can make **simple** reflections on how language and language use affect people's way of speaking and writing, and how languages can be used to express power relationships. The student can provide examples of learning opportunities that occur in everyday life and teaching situations, as well as describing **in general terms** strategies and methods for developing his or her own learning.

### *Grade D*

Grade D means that the knowledge requirements for E and most of C are satisfied.

### *Grade C*

The student can discuss **complex** topics that affect everyday life, society, studies and work and **to a certain extent** adapt his or her language to the subject, purpose, situation and recipient. In discussions, the student responds to the arguments of others **with relevant counter arguments**, and his or her own opinions are supported with **facts**, examples **and explanations**. The student can make speeches that are well-structured, where the message is clear and where different standpoints are developed, supported by examples and **well-grounded** argument. **The content of the speech is adapted to the listeners**. The student can use rhetorical approaches in a relevant way **and finish the speech with an appropriate conclusion**. The student can also use technical presentation aids **that support and clarify the oral presentation with a certain assurance**. The student can write **well-structured investigative and argumentative** texts of a scientific nature that are adapted to the subject, type of text, recipient and situation **and with assurance use stylistic traits that are typical of the type of text**. The vocabulary, pronunciation and grammatical mastery **only in exceptional cases** limit the written and oral communication.

The student can summarise **in general terms** the main content, **important details and structure** of texts of a scientific nature and check on the understanding of details with the aid of strategies and various aids. The student can evaluate and critically review the content, **both expressed and implied ideas**, with **simple** opinions. The student can structure, refer, evaluate, review and summarise, orally and in writing, **substantial** texts on **different subjects** and convert his or her summary into an oral or written compilation that is adapted to the type of text and recipient. The student can describe **in detail** the content, theme, motif and narrative approach in longer literary texts from different cultures and times. The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with a certain assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded** reflections on how language and language use affect people's way of speaking and writing, and how languages can be used to express power relationships. The student can provide examples of learning opportunities that occur in everyday life and teaching situations, as well as describing **in general terms and using** strategies and methods for developing his or her own learning.

### *Grade B*

Grade B means that the knowledge requirements for C and most of A are satisfied.

### *Grade A*

The student can discuss **complex** topics that affect everyday life, society, studies and work and **to a great extent** adapt his or her language to the subject, purpose, situation and recipient. In

discussions, the student responds to the arguments of others **in a spontaneous and easy way with relevant counter arguments**, and his or her own opinions are supported with **detailed factual information, illustrative examples and explanations**. The student can make speeches that are well-structured, where the message is clear and where different standpoints are developed, supported by examples, **underlying themes** and **well-grounded and nuanced** argument. **The content of the speech is adapted to the listeners**. The student can use rhetorical **and stylistic** approaches in a relevant way **and start and finish the speech in an appropriate way**. **Interruptions and questions are handled easily and spontaneously and the student can use emphasis and intonation to emphasise nuances of meaning**. The student can also use technical presentation aids **that support, clarify and are well integrated in the oral presentation with assurance**. The student can write **well-structured investigative and argumentative** texts of a scientific nature that are adapted to the subject, type of text, recipient and situation **and with assurance and precision use idiomatic expressions and stylistic traits that are typical of the type of text**. The vocabulary, pronunciation and grammatical mastery **do not** limit the written and oral communication.

The student can summarise **in detail** the main content, **important details and structure** of texts of a scientific nature and check on the understanding of details with the aid of strategies and various aids. The student can evaluate and critically review the content, **both expressed and implied ideas**, with **nuanced** opinions. The student can structure, refer, evaluate, review and summarise, orally and in writing, **substantial** texts on **different subjects, both concrete and abstract**, and convert his or her summary into an oral or written compilation that is adapted to the type of text and recipient. The student can describe **in detail** the content, theme, motif and narrative approach in longer literary texts from different cultures and times. The student can adapt his or her listening and reading to the situation and type of text and show by example the difference between narrative, descriptive, representational and argumentative features. The student can **with assurance**, use other people's texts as patterns for their own language production.

The student can make **well grounded and nuanced** reflections on how language and language use affect people's way of speaking and writing, and how languages can be used to express power relationships. The student can provide examples of learning opportunities that occur in everyday life and teaching situations, as well as describing **in detail and using** strategies and methods for developing his or her own learning.