

National Centre for Swedish as a Second Language

Who are we and
what do we do?



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Nationellt centrum
för svenska som andraspråk

Sweden as a country of immigration

9,8 million inhabitants, about 17 % foreign born.

The biggest immigrant groups are from Finland, Iraq, Syria, Serbia/Kosovo, Poland, Iran, Bosnia, Germany, Norway, Denmark, Turkey, Somalia, Afghanistan, Chile.

Around 23 % of all children in Sweden under the age of 18 are foreign-born or with foreign-born parents.

146 language groups in Swedish schools.

Sweden as a country of migration

- from Ukraine

13 000 children?

Few are registred in Swedish schools

Experience in organisation;
from national level to teaching in the
classroom - from 2015/16

Recourses from:

The National Agency for Education

&

National Centre

for Swedish as a Second Language

Legislation

According to the Education Act and other school regulations

- A pupil is regarded as newly arrived for four years.
- It is mandatory to assess the pupils' previous knowledge.
- Pupils have a right to get study support in their mother tongue and to study mother tongue as a subject.
- Newly arrived pupils have the same rights (and obligations) as any other pupil.

Two subjects & the Mother tongue

Swedish as L1

Swedish as L2: SSL

Mother tongue tuition

Study guidance in the mother tongue

Learn Swedish, learn *in* Swedish: L2
teachers & all other teachers

CLIA

Content and language integrated approach (CLIA)

Teaching in various subjects cannot be postponed until the student has a perfect command of the Swedish language. Parallel learning of Swedish and of other subjects is needed to enhance the learning of all subjects, including Swedish. Teachers should support each student in developing language proficiencies in every subject.

Teachers in all subjects need basic understanding of how learning takes place from a second language acquisition perspective.

Content and language integrated approach to subject teaching must be embraced by all teachers regardless of their subject so that students are offered opportunities to develop subject knowledge and language side-by-side.

Content and language integrated approach (CLIA)



Language across the curriculum
To make subject knowledge accessible
High challenge for subject teachers

Whole school approach; preschool – adult education

Combined initiatives at several levels = sustainable school development

Tailored in-service-training

Make informed pedagogical choices, evidence based instructions, teacher agency

Input, observations, supervision meetings; teachers share new experiences about teaching and learn from each other

Success factors

“...it is the necessity for the entire staff body to share the responsibility for the learning and wellbeing of the newly arrived student. The general approach that these students are the concern of the whole school is seen as a foundation for success. Another important factor is that the pupil is met with high expectations in all subjects.”