

## Swedish Linguistics: Introduction (A005685)

**Course size** (nominal values; actual values may depend on programme)

**Credits 5.0**                      **Study time 150 h**

**Course offerings in academic year 2026-2027**

A (semester 2)                      Swedish                      Gent

**Lecturers in academic year 2026-2027**

Adriaens, Freek	LW06	staff member
Widoff, Andreas	LW06	lecturer-in-charge

**Offered in the following programmes in 2026-2027**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject English - Swedish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject French - Swedish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject German - Swedish)</a>	5	A
<a href="#">Bachelor of Arts in Linguistics and Literature(main subject Latin - Swedish)</a>	5	A

**Teaching languages**

Swedish

**Keywords**

Swedish, Linguistics

**Position of the course**

The course is given during the second semester of the first bachelor year.  
Exchange students are welcome to take this course. No knowledge of Dutch is needed, **but please contact the teacher before the course starts.**

**Contents**

The course introduces Swedish grammar, and covers some history of the language, and the basic principles of Swedish syntax, morphology and phonology. Special attention is paid both to linguistic aspects which set Swedish apart from other, primarily Germanic, languages and to linguistic aspects Swedish has in common with those languages. The topics are addressed both in theory and in practice, especially by exercises that aim to increase the students' language proficiency. The students' vocabulary is enlarged by 700 words on themes as language used in the media; sports and leisure; personal relations; work and economics. The students' grammar is enlarged by means of exercises on word order in subordinate clauses, adjectives in all forms (including *bestämd form*, *komparativ*, *superlativ*, *adjektiv i predikativ ställning*), and adverbs (*sättsadverb*, *satsadverb*). The course aims also at teaching students how to deal with more complex texts (e. g. articles in newspapers or short stories). Students will develop reading strategies by means of their basic knowledge of the Swedish language, and their awareness of the close relation between Swedish and Dutch.

**Initial competences**

To have completed Swedish language proficiency II or to have acquired the necessary skills by other means.

**Final competences**

- 1 To discuss and account for the basic principles of Swedish syntax, morphology and phonology;
- 2 The student can account for the possible variation in the Swedish clause

- structure, with a special focus on aspects where Swedish differs from Dutch;
- 3 The student is familiar with the Swedish terms for basic concepts of grammar (see list with grammatical terms and definitions on Ufora).
  - 4 To apply theoretical knowledge of Swedish grammar in order to produce Swedish clauses that are syntactically and morphologically correct;
  - 5 To compare the Swedish clause structure to the Dutch clause structure and to reflect upon language learning;
  - 6 To speak Swedish on B1-level as described in the Common European Framework of Reference for Languages:  
Interaction: to deal with most situations likely to arise while travelling in an area where the language is spoken. To enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  
Production: to describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. To briefly give reasons and explanations for opinions and plans.
  - 7 To write Swedish on B1-level as described in the Common European Framework of Reference for Languages: to produce simple connected text on topics that are familiar or of personal interest. To write personal letters in which experiences and impressions are described.
  - 8 To understand spoken Swedish on B1-level as described in the Common European Framework of Reference for Languages: to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. To understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
  - 9 To understand written Swedish on B2-level as described in the Common European Framework of Reference for Languages: to read articles and reports concerning problems in modern society, in which authors deliver their judgements or express a certain point of view.
  - 10 To apply grammar taught in this course in sentences and texts (based on the grammar dealt with in the courses Swedish language proficiency I and II); to use the vocabulary taught in the language exercises (see word list on Ufora).
  - 11 The student can give an outline of the history of the Swedish language.
  - 12 To conduct a small-scale linguistic research project in the field of Swedish linguistics and report on it in correct Swedish.
  - 13 To read and summarise a scientific article in the field of Swedish linguistics.

#### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

#### **Teaching methods**

Seminar, Lecture

#### **Extra information on the teaching methods**

The teaching methods mostly consist of lectures and teacher-guided exercises.

No lecture recordings are provided for this course.

#### **Study material**

Type: Handbook

Name: Rivstart B1B2 Textbook

Indicative price: € 45

Optional: no

Author : Paula Levy Scherrer, Karl Lindemalm

ISBN : 978-9-12746-685-2

Number of Pages : 360

Oldest Usable Edition : 2025

Online Available : No

Available through Student Association : No

Usability and Lifetime within the Course Unit : regularly  
Usability and Lifetime within the Study Programme : intensive  
Additional information: This is the third edition, published in 2025. Older versions are not usable.

Type: Handbook

Name: Rivstart B1B2 Textbok  
Indicative price: € 45  
Optional: no  
Author : Paula Levy Scherrer, Karl Lindemalm  
ISBN : 978-9-12743-420-2  
Number of Pages : 285  
Oldest Usable Edition : 2023  
Online Available : No  
Available through Student Association : No  
Usability and Lifetime within the Course Unit : intensive  
Usability and Lifetime within the Study Programme : regularly  
Additional information: This book has two different ISBN-codes: 9783125279940 and 9789127434233. Both refer to the same textbook.

Type: Handbook

Name: Första övningsboken i svensk grammatik  
Indicative price: € 30  
Optional: no  
Author : Gunnar Hellström  
ISBN : 978-9-15235-825-2  
Number of Pages : 206  
Oldest Usable Edition : 2020  
Online Available : No  
Available through Student Association : No  
Usability and Lifetime within the Course Unit : intensive  
Usability and Lifetime within the Study Programme : regularly

Type: Handbook

Name: Grammatik på villovägar  
Indicative price: Free or paid by faculty  
Optional: no  
Language : Other  
Author : Ulf Teleman  
ISBN : 9-121-11951-1  
Number of Pages : 123  
Oldest Usable Edition : 1987  
Online Available : No  
Available in the Library : Yes  
Available through Student Association : No  
Usability and Lifetime within the Study Programme : one-time  
Usability and Lifetime after the Study Programme : one-time

## References

### Course content-related study coaching

Students get specific feedback on group exercises and individual tasks.  
Students have the possibility to contact the teacher with questions after each class and during office hours.

### Assessment moments

end-of-term and continuous assessment

### Examination methods in case of periodic assessment during the first examination period

Written assessment

### Examination methods in case of periodic assessment during the second examination period

Written assessment

### Examination methods in case of permanent assessment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

#### **Extra information on the examination methods**

The end-of-term evaluation consists of a written examination. In preparation to the written exam, the students hand in two to four written tasks during the term. The written tasks are evaluated thoroughly but not graded. For details on the specific assignments, see the course schedule on Ufora.

Continuous assessment consists of one written assignment in which the students report a small investigation of a linguistic phenomenon.

#### **Calculation of the examination mark**

End-of-term evaluation: written examination (80%). The exam consists of two parts: linguistic theory (40%) and command of the language (40%).

Continuous assessment: written assignment (20%).

Students who have not passed one of the two parts of the end-of-term evaluation (the written examination) will get a maximum score of 9/20 for the entire course, irrespective of whether the combined scores for the written examination mathematically amount to a higher score.

If the student did not pass the continuous assessment in the first session, the writing assignment for the continuous assessment must be redone in the second session if (a) the student also failed at least one of the two parts of the written exam, or (b) the failing grade for the assignment alone resulted in an average final score of 9 or lower for the entire course.

The written assignments to be handed in during the course are not a part of the examination.

#### **Facilities for Working Students**

1. It is strongly recommended to attend class in order to complete the course successfully.
2. Possible rescheduling of the examination to a different time in the same exam period.
3. Alternative time for feedback is possible