Abstract

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In this article, we present an analysis of writing in the subject field of Swedish. We introduce how three teachers individually work with writing processes in their groups of thirteen or sixteen-year old students. The study is mainly based on classroom observations and video recordings.

Our model of analysis has emerged from comparison of our data and consists of three points of departure: chains of text (reading and writing in the classroom), talk about text, and typologies of texts that are constructed in the classrooms.

The results of the analysis show differences and similarities in various systematic ways, concerning the writing processes as well as the organisation of the classrooms. One of the teachers mainly focuses on the organisation of thought, another on the organisation of the world outside school, and the third on more general knowledge. The teachers’ didactic choices can be said to show the practical outcome of pedagogical theories based on process discourse, functional discourse, and genre discourse.

While the classrooms differ to a large extent, the teachers nonetheless abide by the national curricula for Swedish, but in their own way.

The study is carried out as a part of the project “Text- and Knowledge Development in School”.

Keywords: classroom research, writing research, curricula, Swedish.