



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1FL005 Språkutveckling och litteracitet i förskolan, 15
högskolepoäng

Language Acquisition and Literacy in Pre-school, 15 credits

Main field of study

Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2011-08-19

Revised 2015-11-13 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2016

Prerequisites

General entry requirements

Objectives

Module 1 Children's language acquisition, 7.5 credits

After completing the module, the student should be able to:

- in general terms describe children's language acquisition, from the first speech sounds to when they start forming sentences,
- account for basic concepts and theories concerning children's language acquisition,
- describe how children's language acquisition can be stimulated, observed and documented in pre-school,
- conduct minor studies of children's language acquisition,
- in general terms account for didactic perspectives on multilingualism,
- account for difficulties which can restrain language learning.

Module 2 Literacy and communication in pre-school, 7.5 credits

After completing the module, the student should be able to:

- account for subject-theoretical and subject-didactic perspectives on language skills and literacy and present how these perspectives can be used in didactic work in pre-school on the basis of the language worlds surrounding children with different backgrounds and conditions,
- discuss how children and childhood are described in popular culture and

commercial texts in both digital contexts and other contexts surrounding children in pre-school, and from this perspective analyse the impact of these written and oral texts on children's language acquisition,

- account for the importance of narration for children's preparatory reading and writing development and language stimulation with the help of various forms of expression, such as films, fiction and drama for children, and discuss the impact of these art forms on children's language and communication development.

Content

Module 1 Children's language acquisition

This module includes an introduction to children's language acquisition, from the first speech sounds to when they start forming sentences. The module discusses language acquisition at different levels – sound structure, vocabulary, grammar and pragmatics. The course focuses primarily on children's first-language acquisition, but also covers multilingualism and language difficulties.

The module includes two parts: *Swedish language 6 credits* and *Swedish as a second language 1.5 credits*.

Module 2 Literacy and communication in pre-school

The module discusses and problematises how children develop their awareness of language and literacy. The importance of conversation and narration for children's preparatory reading and writing development is discussed, as well as language stimulation with the help of various forms of expression, such as drama. The module is based on the multimodal texts surrounding children in pre-school.

The module includes two parts: *Swedish language 6 credits* and *Drama 1.5 credits*.

Professional basis and professional progression

In this course the students develop their abilities to analyse language and support children in their language acquisition, through listening, conversation and narration. The students also develop their abilities to use digital tools.

Scientific approach and scientific progression

The students develop their abilities to assimilate research relevant to the profession. The students also develop their written and spoken communicative skills.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, laboratory sessions and field studies.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the intended learning outcomes. In order to receive the grade of Pass with Distinction (VG) the student must have received this grade for at least 7.5 credits. A retake examination is provided within six weeks (within the framework of regular semesters).

Both modules are examined through written and oral tests and active participation in seminars. Some assignments are presented using digital tools.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Any costs in connection to assignments etc. are paid by the student

Any costs in connection to assignments etc. are paid by the student.

Required Reading and Additional Study Material

Required Reading

Module 1 Children's language acquisition

Flera språk i skolan. The latest edition. Skolverket. 84 p. Available on the Internet: <http://www.skolverket.se/publikationer?id=3036>

Håkansson, Gisela. 2014. *Språkinläring hos barn*. 2nd ed [revised and updated]. Studentlitteratur.

Sandvik, Margareth & Spurkland, Marit. The latest edition. *Språkstimulera och dokumentera i den flerspråkiga förskolan*. Studentlitteratur, chaps. 1–3, 7–9. 94 p.

Svensson, Ann-Katrin. The latest edition. *Barnet, språket och miljön: från ord till mening*. Studentlitteratur. Chaps. 1–4, 6–7, 9. 163 p.

Wedin, Åsa. The latest edition. *Språkande i förskolan och grundskolans tidigare år*. Studentlitteratur. 152 p.

Westerlund, Monica. The latest edition. *Barn i början. Språkutveckling i förskoleåldern*. Natur & Kultur. 184 p.

Additional current policy documents for pre-school. See www.skolverket.se.

Additional articles and other teaching material provided by the department. Ca 50 p.

Module 2 Literacy and communication in pre-school

Bergöö, Kerstin & Jönsson, Karin (2012). *Glädjen i att förstå: språk och textarbete med barn*. 1st ed. Lund: Studentlitteratur. 150 p.

Ehriander, Helene & Nilson, Maria (eds.) (2011). *Starkast i världen!: att arbeta med Astrid Lindgrens författarskap i skolan*. Lund: BTJ förlag. pp. 46–58, 152–163. 23 p.

Einarsson, Jan. The latest edition. *Språksociologi*. Studentlitteratur. Ca 100 p. (selection)

Fast, Carina (2007). *Sju barn lär sig läsa och skriva: familjeliv och populärkultur i möte med förskola och skola*. Diss. Uppsala: Uppsala universitet, 2007. 237 p. Available on the Internet: <http://www.divaportal.org/smash/record.jsf?searchId=1&pid=diva2:169656>

Gjems, Liv. The latest edition. *Barn samtalar sig till kunskap*. Studentlitteratur. 149 p.

Granberg, Ann. The latest edition. *Småbarns sagostund: kultur, språk och lek*. Liber. 144 p.

Sandvik, Margareth & Spurkland, Marit. The latest edition. *Språkstimulera och dokumentera i den flerspråkiga förskolan*. Studentlitteratur, chaps. 4–6. 65 p.

Svensson, Ann-Katrin. The latest edition. *Barnet, språket och miljön: från ord till mening*. Studentlitteratur, chaps. 5, 8. 26 p.

Additional current policy documents for pre-school. See www.skolverket.se.

Additional children's literature and films chosen in consultation with the teacher.

