



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1FL032 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 2017-06-30

Revised 2020-06-23 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2021

Prerequisites

General entry requirements

Objectives

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

- discuss preschool didactics aiming towards the best possible support for each child's language development, independently and together with others, on the basis of research as well as their own and others' experiences.

Module 1. Children's language acquisition, 5 credits

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

- account for central theories on children's language acquisition,
- account for linguistic concepts related to children's language acquisition,
- identify and account for characteristics of language acquisition that are common to mono- and multilingual children,
- evaluate and discuss theories on children's language acquisition.

Module 2. Literacy and text environments, 5 credits

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

- account for text environments surrounding children,
- account for children's early literacy development,
- document text environments surrounding children

- document text environments surrounding children,
- analyse the importance of text environments for children's early literacy development,
- critically review and discuss text environments and literacy development from academic and subject didactic perspectives.

Module 3. Documentation and language supporting teaching, 5 credits

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

- account for subject didactic forms of teaching that support each child's language development,
- account for basic sociolinguistic concepts of relevance for the preschool teacher's work,
- account for the importance of aesthetic learning processes for teaching that promotes language development,
- document and analyse language activities in preschool that are relevant in developing teaching,
- plan teaching that promotes language development, on the basis of research as well as their own and others' experiences,
- exhibit an ability to make didactic considerations in support of each child's language development,
- critically review and discuss teaching in preschool from academic and subject didactic perspectives.

Content

The course deals with preschool children's language acquisition, focusing on spoken language and early literacy development. The significance of text environments for children's early literacy development is discussed, and teaching that promotes language development through aesthetic learning processes is discussed.

Professional basis and professional progression

The student develops their ability to analyse language and support children's language development through listening, conversations and narration. The student also develops their ability to use digital tools.

Scientific approach and scientific progression

In this course, the student develops their ability to assimilate research of relevance for the profession. The student also develops their communicative skills in speech and in writing.

Module 1. Children's language acquisition

This module gives an introduction to preschool children's language development. It discusses universal as well as language specific features of children's language acquisition, focusing in particular on the sound, word and clause levels. The module also introduces multilingual children's language development, as well as deviant language development in preschool children. Central concepts and theories on language development are introduced, where the role of, above all, heritage and environment is in focus. Authentic conversations are analysed in order to apply knowledge about and an understanding of children's language development.

Module 2. Literacy and text environments

This module starts out from multimodal and digital text environments surrounding children in multicultural society. Children's continued communicative development – especially children's early literacy development – is discussed and put into a subject didactic context. Text environments surrounding preschool children are documented and analysed, and the impact of these environments on early literacy development is discussed. Aesthetic learning processes and digital tools are introduced as a part of the importance of narration for early literacy development.

Module 3. Documentation and language supporting teaching

This module is based on preceding modules in that knowledge acquired in those modules is applied in planning and evaluation of teaching that supports all children's language acquisition. Aesthetic learning processes and digital tools are discussed from subject didactic perspectives, as part of planning and analysing language activities in preschool and the preschool class. The module discusses how different language activities can be documented and analysed, from a linguistic as well as a didactic point of view. It also discusses the impact of sociolinguistic factors on an individual's language use, including social sustainable development, focusing in particular on the language development of the individual as well as on the preschool teacher's practical work. Students are provided with tools for evaluating situations that arise as part of the course, from linguistic as well as didactic perspectives.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, methodology sessions and field studies. Methodology sessions are compulsory. The examiner decides about possible make-up assignments.

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. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

In order to receive the grade of Pass with Distinction (VG) for the whole course, the student must have received this grade for at least 10 credits.

Module 1, 5 credits, is examined through a written examination, written assignments and oral presentations in seminars.

Module 2, 5 credits, is examined through a written examination, written assignments and oral presentations in seminars.

Module 3, 5 credits, is examined through a written examination, written assignments and oral presentations in seminars.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: Coincides completely with 1FL005

Required Reading and Additional Study Material

Required Reading

Module 1

Bruce, Barbro, Ivarsson, Ulrika, Svensson, Anna-Karin & Sventelius, Eva (the latest edition). *Språklig sårbarhet i förskola och skola: barnet, språket och pedagogiken*. Lund: Studentlitteratur, chaps. 1–3, 8. 83 p.

Håkansson, Gisela (the latest edition). *Språkinläring hos barn*. Lund: Studentlitteratur. 144 p.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, ch 2–3. ca 30 p.

Current policy documents for preschool. Ca 50 p. See skolverket.se.

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

Module 2

Bergöö, Kerstin & Jönsson, Karin (the latest edition). *Glädjen i att förstå: språk- och textarbete med barn*. Lund: Studentlitteratur. 152 p.

Edwards, Agneta (the latest edition). *Bilderbokens mångfald och möjligheter*. Stockholm: Natur & Kultur. 162 p.

Fast, Carina (the latest edition). *Literacy: i familj, förskola och skola*. Lund: Studentlitteratur. Ca 50 p. In selection.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, ch 2, 6–9. 66 p.

Current policy documents for pre-school. Ca 50 p. See skolverket.se.

Additional articles and teaching material provided by the department. Ca 100 p.

Children's literature in consultation with the teacher. Ca 400 p.

Delkurs 3

Bruce, Barbro, Ivarsson, Ulrika, Svensson, Anna-Karin & Sventelius, Eva (the latest edition). *Språklig sårbarhet i förskola och skola: barnet, språket och pedagogiken*. Lund: Studentlitteratur, ch 4, 6–8. ca 128 p.

Fast, Carina (the latest edition). *Literacy: i familj, förskola och skola*. Lund: Studentlitteratur. ca 170 p.

Gjems, Liv (the latest edition). *Barn samtalar sig till kunskap*. Lund: Studentlitteratur. ca 150 p.

Holm, Lars & Laursen, Helle Pia (eds.) (the latest edition). *Språklig praxis i förskolan*. Lund: Studentlitteratur. Ca 50 p. In selection.

Månsson, Annika (2000). *Möten som formar: interaktionsmönster på förskola mellan pedagoger och de yngsta barnen i ett genusperspektiv*. Diss. Lund : Univ. 251 p. ISBN: 91-88810-10-0. Ca 50 p. In selection. Available online.

Norrby, Catrin & Håkansson, Gisela (the latest edition). *Introduktion till sociolingvistik*. Lund: Studentlitteratur. Ca 50 p. In selection.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, Ch 4 and 10. ca 25 p.

Current policy documents for pre-school. Ca 50 p. See skolverket.se.

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