



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SV116 Språkinläring under speciella villkor: teori och evidensbaserad praktik, 7,5 högskolepoäng

Language acquisition under special conditions: theory and evidence-based practices, 7.5 credits

### **Main field of study**

Swedish Language

### **Subject Group**

Swedish/Nordic Languages

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2020-01-14

Revised 2020-10-20 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

1SV114 Small Children's Language Acquisition, 7.5 credits, or 1SS113 Swedish as a second language – language, language development and second language teaching, 7.5 credits, or the equivalent, or 7.5 credits of language structure in any language.

## Objectives

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

- demonstrate basic knowledge of language acquisition for children learning language under special circumstances,
- explain central concepts in language acquisition,
- account for different theories in language acquisition,
- identify language-related challenges and plan an intervention.

## Content

This course gives an introduction to language acquisition under special circumstances, such as the acquisition found with children with developmental language disorder, impaired hearing, autism spectrum disorder, multilingual background or varying socio-economic background. The students get the opportunity to develop the ability to identify effects of special circumstances in language acquisition. On the basis of the student's own profession or relation to the child, the course discusses how the child's language acquisition under special circumstances can be supported. The students also get the opportunity to develop their knowledge of central concepts and theories in language acquisition and of how theories inform the organisation of intervention. The students practise a critical approach specifically towards theories and how these influence the understanding of children's language acquisition.

## Type of Instruction

When the course is offered as an online part-time course, teaching is primarily delivered through online lectures and teaching material.

When the course is offered on campus, teaching is delivered in the form of lectures and seminars.

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

The course is examined through written assignments.

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.

## Required Reading and Additional Study Material

Hoff, E. (2003). "The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech". *Child Development*, 74 (5), 1368–1378 (11 p.).

Hoff, E. (2006). "How social contexts support and shape language development". *Developmental Review*, 26(1), 55–88. doi: <https://doi.org/10.1016/j.dr.2005.11.002> (34 p.).

Nettelbladt, U., Salameh, E.-K., Håkansson, G., & Hansson, K. (2007). *Språkutveckling och språkstörning hos barn: Del 1: fonologi, grammatik, lexikon* (U. Nettelbladt & E.-K. Salameh Eds.). Lund: Studentlitteratur. ISBN 978-91-44-01771-6. 300 p.

Nettelbladt, U., & Salameh, E.-K. (2014). *Språkutveckling och språkstörning hos barn: Del 2: Pragmatik – teorier, utveckling och svårigheter*. Lund:

Studentlitteratur. ISBN 978-91-44-01764-8 (in selection: chaps. 1–3 and 6–8, ca 210 p.).

Salameh, E.-K., & Nettelbladt, U. (2018). *Språkutveckling och språkstörning hos barn. Del 3: Flerspråkighet – utveckling och svårigheter*. Lund: Studentlitteratur. ISBN 978-91-44-09712-1 (in selection: chaps. 4–7, 8–12, 14 and 16, ca 340 p.).