



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

4PP321 Språk-, skriv- och läsutveckling ur ett specialpedagogiskt perspektiv I, 5 högskolepoäng

Language, writing and reading development from a special education perspective I, 5 credits

Main field of study

Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2019-02-11

The course syllabus is valid from autumn semester 2019

Prerequisites

Degree in education and three years of professional teaching experience on at least half-time basis after obtained degree in education in Swedish or in the field of language, writing and reading development, or after adding to their degree in education the equivalent subject knowledge to teach Swedish.

Objectives

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

- account for and compare children's and pupils' language and conceptual development,
- explain and problematise how all children's and pupils' language and conceptual development can be supported in teaching,
- independently map out and evaluate learning environments and teaching in order to eliminate obstacles for language development,
- analyse and problematise the relation between linguistic awareness and continued writing and reading development,
- independently map out and assess children's and pupils' language and linguistic awareness in order to identify special educational needs in their learning environment.

Content

This course discusses children's and pupils' language and conceptual development at different levels (phonology, vocabulary, morphology, syntax and pragmatics). First- and second-language learning, multilingualism and language difficulties are studied. The course also discusses children's and pupils' linguistic awareness, especially their phonological awareness, and its importance for writing and reading development. The students develop the ability to independently map out and assess children's and pupils' language and conceptual development and linguistic awareness in order to identify special educational needs in the learning environment. The course also discusses the characteristics of learning environments and teaching which stimulate language development. The students develop the ability to independently map out and assess learning environments and teaching in order to make them supporting of all children's and pupils' language and conceptual development.

Professional basis and professional progression

The course introduces the students to basic theories, methods and research in the field of language, writing and reading development, in relation to their future careers as special needs teachers. The importance of evidence-based teaching is problematised. Through practical field work in the pedagogical field, the students develop a foundation to develop their professional identity as a special needs teacher.

Scientific approach and scientific progression

The students develop their knowledge of and skills in academic data collection (open and structured interviews and observations), data analysis and academic writing in relation to their future careers as special needs teachers. The students develop an ethical approach to academic work and to working as special needs teachers. The students also have the opportunity to reflect on and problematise their own and others' professional work on the basis of national and international research.

Type of Instruction

Teaching is delivered in the form of lectures and seminars on campus as well as online lectures and teaching material. Much of the teaching is based on the students' own knowledge development, individually and in groups, which requires the students' participation in seminars and presentations.

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.

The course is examined through written assignments and oral seminar assignments. The performance of the individual student is always assessed.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time.

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: The course overlaps with 4PP112 Special support in language development I, 5 credits.

Required Reading and Additional Study Material

- Bruce, Barbro, Ivarsson, Ulrika, Svensson, Anna-Karin & Sventelius, Eva. (2016). *Språklig sårbarhet i förskola och skola. Barnet, språket och pedagogiken*. Lund: Studentlitteratur. (the entire book, ca 220 p.)
- David, Matthew & Sutton, D, Carole. (2017). *Samhällsvetenskaplig metod*. Lund: Studentlitteratur. (selection, 31 p.)
- Dockrell, Julie E., Bakopoulou, Ioanna, Law, James, Spencer, Sarah & Lindsay, Geoff. (2015). Capturing communication supporting classrooms: The development of a tool and feasibility study. *Child Language Teaching and Therapy*, 31, pp. 271–286. (16 pages).
- Holmström, Ketty. (2015). *Lexikal organisation hos en- och flerspråkiga skolbarn med språkstörning*. Doctoral thesis at Lund University. (only the summarising chapter, ca 55 p.)
- Lundberg, Ingvar, Frost, Jørgen & Petersen, Ole-Peter. (1998). Effects of an Extensive Program for Stimulating Phonological Awareness in Preschool Children. *Reading Research Quarterly*, 23, pp. 263–284. (22 pages).
- Lyster, Solveig-Alma Halaas, Lervåg, Arne Olav & Hulme, Charles. (2016). Preschool morphological training produces long-term improvements in reading comprehension. *Reading and Writing. An Interdisciplinary Journal*, 29, pp. 1269–1288. (20 pages).
- Nettelbladt, Ulrika & Salameh, Eva-Kristina. (2007). *Språkutveckling och språkstörning hos barn. Del 1: Fonologi, grammatik, lexikon*. Lund: Studentlitteratur. (selection, ca 200 p.)
- Nettelbladt, Ulrika & Salameh, Eva-Kristina. (2013). *Språkutveckling och språkstörning hos barn. Del 2: Pragmatik – teorier, utveckling och svårigheter*. Lund: Studentlitteratur (selection: chaps. 8–16, ca 380 p.).
- Olofsson, Åke. (2009). Fonologisk medvetenhet. In: Stefan Samuelsson (ed.), *Dyslexi och andra svårigheter med skriftspråket*. Stockholm: Natur och Kultur. (selection: chap. 2, 15 p.). (Provided by the department)
- Salameh, Eva-Kristina (ed). (2012). *Flerspråkighet i skolan – språklig utveckling och undervisning*. Stockholm: Natur & kultur. (selection: chaps. 1–5, ca 120 p.).
- Söderberg Juhlander, Pernilla. (2008). *Språklig medvetenhet och skriftspråsutveckling*. Linnaeus University. (7 pages). (Provided by the department)
- Taube, Karin, Fredriksson, Ulf & Olofsson, Åke. (2015). *Kunskapsöversikt om läs- och skrivundervisning för yngre elever*. (Vetenskapsrådets rapportserie SKOLFORSK 2015). Stockholm: Vetenskapsrådet. (selection: pp. 1–20, 20 p.). (Link: <https://publikationer.vr.se/produkt/kunskapsoversikt-om--as-och-skrivundervisning-for-yngre-elever/>)
- Torneus, Margit. (2000). *På tal om språk: språklig medvetenhet hos barn*. Stockholm: Liber. (69 pages). (Provided by the department)
- Waldmann, Christian & Sullivan, Kirk PH. (2017). Att stödja barns språkliga utveckling: Miljöer, lärtillfällen och interaktioner i klassrum. In: Saga Bendegard, Ulla Melander Marttala & Maria Westman (eds.), *Språk och norm. Rapport från ASLA:s symposium, Uppsala universitet 21–22 april 2016*. pp. 160–168. (9 pages).