



## 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 2019-02-11

Revised 2021-04-06 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

**Prerequisites**

Degree in education and three years of professional teaching experience on at least half-time basis after having received a degree in education in Swedish or in the field of language, writing and reading development, or after having supplemented their degree in education with subject knowledge equivalent to that required 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 stimulated in teaching,
- independently survey 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 survey 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 their ability to independently survey 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 that stimulate language development. The students develop their ability to independently survey and assess learning environments and teaching in order to make them supportive 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 get a basis for further development of 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 practise ethical approaches to academic work as well as to their work as special needs teachers. The students also get 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 in the form of 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 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 hand-in assignments and oral seminar assignments. It is always the individual student's performance that is assessed.

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 the first examinations, retake examinations are provided in accordance with local regulations at the university.

## Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluations 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: 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, Kitty. (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 & Swärd, Ann-Katrin. (2020). Att lära om ord och ordens morfologiska struktur. In: Ann-Katrin Swärd, Monica Reichenberg & Siv Fischbein (eds.), *Positiv specialpedagogik: teorier och tillämpningar*. 1st edition. Lund: Studentlitteratur. pp. 205-217. (12 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-las-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).

