



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

4SV116 Språkinläring under speciella villkor: teori och evidensbaserad praktik, avancerad nivå, 7,5 högskolepoäng

Language acquisition under special conditions: theory and evidence-based practices, advanced course, 7.5 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 2020-01-14

The course syllabus is valid from autumn semester 2020

Prerequisites

General entry requirements for studies at the second level and specific entry requirements: Swedish B/3 and English B/6 and a degree or at least 180 credits in one of the following programmes: early years education programme, primary teacher programme with a specialisation in language, speech therapist programme, or psychology programme.

Objectives

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

- analyse and account for language acquisition for children under special conditions,
- explain central concepts in language acquisition,
- exemplify and critically discuss the explanatory value of different language-acquisition theories,
- account for and discuss the predictions of different theories concerning the organisation of appropriate interventions for children's language acquisition.

Content

This course includes an introduction to and in-depth studies of language acquisition under special conditions, e.g. that of children in the autism spectrum or with developmental language disorder, impaired hearing, multilingual background or varying socio-economic background. The students develop advanced abilities to identify special conditions for language acquisition and their specific effects on language acquisition. On the basis of the students' own professions, they develop in-depth knowledge of organising interventions for these children's language acquisition. The students also develop in-depth knowledge of central concepts and theories in language acquisition. This is followed by critical reflections and discussions of how different language-acquisition theories influence predictions of children's language acquisition and the organisation of appropriate interventions.

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 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

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. 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 (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 (selection: chaps. 4–7, 8–12, 14 and 16, ca 340 p.).

Additional international peer-reviewed articles focusing on impaired hearing, the autism spectrum and multilingualism, ca 150 p.