LANGUAGE ACQUISITION IN CHILDREN

Basic information about the subject (independent of the cycle)

Module name	Language acquisition in children
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	**Contact hours (work with an academic teacher)** Classes 15 Consultations 3 **Total number of hours with an academic teacher** 18 **Number of ECTS points for contact hours** 0,7 **Non-contact hours (student's own work)** Studying literature: 20 Homework & presentations: 10 Preparing for the final credit: 8 Preparing the final presentation/project etc.:7 **Total number of non-contact hours** 45 **Number of ECTS points for non-contact hours** 1,8 **Total number of ECTS points for the module** 2,5
Educational outcomes verification methods	Activity during classes, individual work, final test
Description	Language pervades all the domains of human development: cognitive, emotional, social, pragmatic. Linguistic competence includes both comprehension and production of speech. Psycholinguistics deals with functioning of language in fully competent adult humans, whereas the developmental psycholinguistic is concerned with the development of language in children. The course provides general outline of language acquisition related to particular levels of linguistic functioning: phonological (sounds), lexical (words), syntactic (sentences) and pragmatic (discourse).
Reading list	• Clark, Eve V. *First language acquisition*. Cambridge University Press, 2009 (2nd ed.) or 2016 (3rd ed.) • Bavin, Edith. L. Letitia R. Naigles, (eds.). *The Cambridge handbook of child language*. Cambridge University Press, 2015. [selected chapters]
Educational outcomes	**KNOWLEDGE -** student: - knows basic terms & notions to describe language development in children (including linguistic terms) - is familiar with developmental course of typical language development in children - gains knowledge about current theoretical issues in developmental psycholinguistics **SKILLS -** student: - describes main stages (milestones) of language development - evaluates language environment (child directed speech) and its impact on language development - identifies deviations from typical development (language impairment) **ATTITUDES** – student: - is aware of crosslinguistic aspects of linguistic competence - is aware of the importance of language factor in cognitive and social development
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Activity during classes, individual work, final test
Comments	-
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A list of topics	1. What has to be acquired? Language subsystems. 2. General course and stages of language development. 3. Language environment of the child. How adults talk to children: Child Directed Speech (CDS). 4. Methods of studying child language development. 5. Breaking the code: perception of speech in prelinguistic infants. 6. Learning to take part in conversation: the role of gaze and gesture. Joint attention. 7. Lexical development: building the vocabulary. 8. Syntactic development: learning how to put words together. 9. Further syntactic development: building complex sentences. 10. Pragmatic development: using linguistic skills to build various discourse genres. 11. Theories of language acquisition. 12. Crosslinguistic studies: how the structure of a given language influences the process of its acquisition? 13. Tests of language development. 14. Typical vs atypical language development. SLI – Specific Language Impairment.
Teaching methods	Lecture, discussion, transcript analysis, film
Assessment methods	Written abstract of a selected paper, final test