

## Human languages

The subject of human languages has its origins in different branches of linguistics and covers languages from several different aspects. The starting point is languages in the world today and what it means to have mastery over a language. The subject is preparatory for and a complement to further studies in language and culture.

### Aim of the subject

Teaching in the subject of human languages should aim at helping students develop knowledge of languages as a system, a bearer of culture and a social phenomenon. It should also give students the opportunity to develop knowledge about the human capacity for language, use of language, and also cover processes such as language learning and the relationship between language, thinking and the brain. Furthermore, students should be given the opportunity to develop knowledge of different languages in the world, and what unites and differentiates them.

Students should be given the opportunity to develop skills in the practical application of knowledge about language systems, and also the ability to analyse and discuss language, and its use, as cultural, political and social phenomena from different aspects such as ethnicity and power. For this reason, students should be given the opportunity to develop greater language awareness. Furthermore, teaching should contribute to students developing knowledge of the role of language in intercultural communication, and also an understanding of the opportunities and challenges which language diversity and multilingual abilities mean both for the individual and society.

By studying languages used not only in one's close surroundings, but globally, and by using students' own language experiences, knowledge about the use of language and language diversity is put into a context. Practical elements such as laboratory work and studies should be covered in the teaching to give students the opportunity of developing their understanding of e.g. language learning and the sound of speech. Teaching should also contain practical problem-solving elements where students have the opportunity of using their knowledge of language systems in different contexts.

### Teaching in the subject of human languages should give students the opportunities to develop the following:

- 1) Knowledge of languages and language families in the world.
- 2) The ability to analyse language using knowledge of the building blocks of language and their use in different languages.
- 3) Knowledge of the human capacity for language, language processes, language learning and the relationship between language and thinking.
- 4) Understanding of language diversity and multilingualism from individual and societal perspectives.

- 5) The ability to use linguistic concepts, methods and theories.
- 6) Skills in examining language phenomena and solving language problems.
- 7) The ability to discuss and reflect on language as cultural, political and social phenomena, and also the role of language in intercultural communication.

### **Courses in the subject**

Human languages 1, 100 credits.

Human languages 2, 100 credits, which builds on the course, human languages 1.

## Human languages 1

The course, human languages 1, covers points 1–7 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Languages and language families in the world, majority and minority languages. Where and how languages are used and their typical characteristics.
- Evolution of languages and the history of language. Theories concerning the origins of language. How languages arise, evolve and change, and also how and why they stop being used.
- Structure of different languages e.g. phonological systems, sentence patterns, and relevant concepts and methods.
- Other types of language and communication, e.g. body language, sign language and artificial languages.
- Development of language and how people learn languages. First and second language learning, and what it means to master another language. Different aids and methods to support language learning.
- Language diversity in society and amongst individuals, and also bilingualism and multilingualism.
- Studies of language phenomena, practical language related problem-solving and working with the sounds of language via different media.
- The importance of language and language learning culturally, politically and socially e.g. language as an instrument of power, and language as a marker of identity, and also the role of language in intercultural communication.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of some languages and language families in the world, and also make **simple** comparisons between languages. Students also describe **in basic terms** how some different languages are built up, also in relation to their mother tongue. In addition, students discuss **in basic terms** different phenomena in the evolution of language and language history. Students also give an account **in basic terms** of different forms of communication.

Students use **with some certainty simple** aids and methods for language learning. Students apply **simple** reasoning about the development and learning of languages, and also to language diversity, bilingualism and multilingualism from societal and individual perspectives.

Students use **with some certainty relevant** concepts and **some** relevant methods, and also carry out simple studies of language phenomena, and solve **simple** language problems with **satisfactory** results. Students also evaluate their results in **simple** assessments.

Students give an account **in basic terms** of the meaning of language and language learning, culturally, politically and socially, and also of **simple relationships** between these. Students also apply **simple** reasoning about language in cultural, political and social respects. In addition, students draw **simple** conclusions about the role of language in intercultural communication.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students give an account **in detail** of some languages and language families in the world, and also make **well grounded** comparisons between languages. Students also describe **in detail** how some different languages are built up, also in relation to their mother tongue. In addition, students discuss **in detail** different phenomena in the evolution of language and language history. Students also give an account **in detail** of different forms of communication.

Students use **with some certainty** aids and methods for language learning. Students apply **well grounded** reasoning about the development and learning of languages, and also about language diversity, bilingualism and multilingualism from societal and individual perspectives.

Students use **with some certainty relevant** concepts and methods, and also carry out simple studies of language phenomena, and solve language problems with **satisfactory** results. Students also evaluate their results in **balanced** assessments.

Students give an account **in detail** of the meaning of language and language learning, culturally, politically and socially, and also of **relationships** between these. Students also apply **well grounded** reasoning about language in cultural, political and social respects. In addition, students draw **well grounded** conclusions about the role of language in intercultural communication.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students give an account **in detail and in a balanced way** of some languages and language families in the world, and also make **well grounded and balanced** comparisons between languages. Students also describe **in detail and in a balanced way** how some different languages are built up also in relation to their mother tongue. In addition, students discuss **in detail and in a balanced way** different phenomena in the evolution of language and language history. Students also give an account **in detail and in a balanced way** of different forms of communication.

Students use **with certainty** aids and methods for learning languages. Students apply **well grounded and balanced** reasoning about the development and learning of languages and also about language diversity, bilingualism and multilingualism from societal and individual perspectives.

Students use **with certainty relevant** concepts and methods, and also carry out simple studies of language phenomena, and solve **complex** language problems with **good** results. Students also evaluate their results in **balanced** assessments.

Students give an account **in detail and in a balanced way** of the meaning of language and language learning, culturally, politically and socially, and also of **complex relationships** between these. Students also apply **well grounded and balanced** reasoning about language in cultural, political and social respects. In addition, students draw **well grounded and balanced** conclusions about the role of language in intercultural communication.

## Human languages 2

The course, human languages 2, covers points 1–7 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- In-depth studies of language diversity in the world e.g. in relation to language policy in the world or languages within a geographical area.
- In-depth studies of different types of language phenomena. Common and less common phenomena in the world's languages, and also similarities and differences between languages.
- Language as a phenomenon differentiating people from other species. Biological conditions for language e.g. speech organs and the human capacity for language. Different types of language impediments and what happens in the brain when using language.
- Relationships between language and development of knowledge.
- The concepts, methods and theories of linguistics.
- Technological applications in linguistics. Overview and use of applications when computers simulate natural language, e.g. translation programs, synthetic speech and voice recognition.
- Studies of language phenomena and practical language related problem-solving.
- Use of language and the meaning of language in different cultural, political and social contexts. How context affects the way language messages are interpreted. The role of language in intercultural meetings and relations.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of different languages and language families in the world. Students also give an account **in basic terms** of the similarities and differences between languages, and also discuss **in basic terms** possible reasons for these. In addition, students describe **in basic terms** language structures in familiar and less familiar languages, and also draw **simple** conclusions also in relation to their mother tongue.

Students give an account **in basic terms** of language as a human phenomenon and its biological prerequisites, and of factors that can influence language production and language perceptions,

and also the relationship between these factors and between language and the acquisition of knowledge.

Students use **with some certainty relevant** concepts and **some** relevant methods, and also carry out studies of language phenomena, and solve language problems with **satisfactory** results. Students also evaluate their results in **simple** assessments. In addition, students discuss **in basic terms** different technological applications in linguistics.

Students apply **simple** reasoning to the use and importance of language, and also describe **in basic terms** how context affects language communication. In addition, students draw **simple** conclusions about the role of language in intercultural meetings and relations.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students give an account **in detail** of different languages and language families in the world. Students also give an account **in detail** of the similarities and differences between languages, and also discuss **in detail** possible reasons for these. In addition, students describe **in detail both simple and some more complex** language structures in familiar and less familiar languages, and also draw **well grounded** conclusions, also in relation to their mother tongue.

Students give an account **in detail** of language as a human phenomenon and its biological prerequisites, and of factors that can influence language production and language perceptions, and also the relationship between these factors and between language and the acquisition of knowledge.

Students use **with some certainty relevant** concepts and methods, and also carry out studies of language phenomena, and solve **complex** language problems with **satisfactory** results. Students also evaluate their results in **balanced** assessments. In addition, students discuss **in detail** different technological applications in linguistics.

Students apply **well grounded** reasoning about the use and importance of language, and also describe **in detail** how context affects language communication. In addition, students draw **well grounded** conclusions about the role of language in intercultural meetings and relations.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students give an account **in detail and in a balanced way** of different languages and language families in the world. Students also give an account **in detail and in a balanced way** of the similarities and differences between languages, and also discuss **in detail and in a balanced way** possible reasons for these. In addition, students describe **in detail and in a balanced way both simple and some more complex** language structures in familiar and less familiar languages, and also draw **well grounded and balanced** conclusions in relation to their mother tongue.

Students give an account **in detail and in a balanced way** of language as a human phenomenon and its biological prerequisites, and of factors that can influence language production and language perceptions, and also the relationship between these factors and between language and the acquisition of knowledge.

Students use **with certainty relevant** concepts and methods, and also carry out studies of language phenomena, and solve **complex** language problems with **good** results. Students also evaluate their results in **balanced** assessments. In addition, students discuss **in detail and in a balanced way** different technological applications in linguistics.

Students apply **well grounded and balanced** reasoning about the use and importance of language, and also describe **in detail and in a balanced way** how contexts affect language communication. In addition, students draw **well grounded and balanced** conclusions about the role of language in intercultural meetings and relations.