

## **Abstract**

The thesis deals with social disadvantage and its relation to the child's language development and competence at preschool age. The literary overview section is devoted to describing the main determinants and mechanisms that influence language development, further defines social disadvantage, and addresses its impact on individual areas of a child's life and development. It highlights the mechanisms of the influence of social disadvantage on children's language development and offers methods for working with children that reflect and respond to these mechanisms. The final part of the thesis contains a proposal of a research project to determine the effect of the Grunnlaget method on the language competence of children from a socially disadvantaged background at the beginning and at the end of compulsory preschool attendance.

## **Keywords**

Speech Development; Social Disadvantage; Improving Speech; Speech in Preschool Children; Culture-free Education; Grunnlaget