

FLRA01, Mother Tongue Instruction and Multilingual Study Guidance, 60 credits

Modersmålsundervisning och studiehandledning, 60 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2019-03-29 and was last revised by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-03-14 (U 2024/122). The revised syllabus comes into effect 2024-03-14 and is valid from the autumn semester 2024.

General information

The course is offered as a freestanding course and is intended for active as well as future native language teachers and study assistants. It can normally be included in a first or second cycle degree.

Language of instruction: Swedish

*Main field of
study*

Specialisation

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G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- account for the past and present aims and conditions of native language teaching and study assistance in Swedish schools based on policy documents and regulations
- account for relevant research on multi-language learning, didactics, multilingualism and cultural diversity

Competence and skills

- critically discuss and reflect on the historical and current conditions of native language teaching in Sweden in speech and writing
- use key concepts of heritage language learning and associated teaching methods to develop and apply strategies for their work as native language teachers and study assistants of heritage language learners
- use a broad Swedish vocabulary, summary and quotation techniques and argumentative techniques to discuss, coordinate and further develop native language teaching and study assistance

Judgement and approach

- take a position on basic values of native language teaching and study assistance by adopting a democratic, inclusive and intercultural approach
- assess and discuss information from different sources and make relevant assessments of the type and quality of the information
- reflect on strategies and efforts to accommodate pupils with different needs of learning support

Course content

Based on research and proven experience, the course communicates knowledge of how carefully prepared native language teaching in accordance with school syllabi and curricula can affect and improve the learning of newly arrived and multilingual pupils. Furthermore, the course deals with how a democratic, inclusive and intercultural approach in teaching can overcome the educational challenges that native language teachers and study assistants experience in heterogeneous learning environments.

Using research about multilingualism, language learning and teaching methods, the course provides knowledge in key areas of native language teaching and study assistance. The position of the subject in Swedish society and schools, both historically and in the political debate, is examined. The multilingual development of the individual and the multilingual and multicultural society are analysed.

Furthermore, the course addresses approaches conducive to language and knowledge development and other didactic tools and frameworks for native language teaching and study assistance. Students practise oral and written proficiency and comprehension of Swedish dealing with the school environment and its policy documents.

The course is divided into eight modules:

1. Introduction to native language teaching and study assistance, 7.5 credits
2. Swedish for native language teachers and study assistants, 7.5 credits
3. Heritage language learning and multilingualism, 7.5 credits
4. Native language study assistance, 7.5 credits
5. Multilingual literacy, 7.5 credits
6. Language didactics for native language teaching, 7.5 credits

7. Handling core values in native language teaching and study assistance, 7.5 credits
8. Approaches conducive to language and knowledge development in native language teaching and study assistance, 7.5 credits

Course design

The course consists of distance learning supported by an online virtual learning environment and digital tools. Students are required to participate under these conditions, and to have access to a computer (or touchpad) including a webcam and headset. The modules include scheduled lectures and seminars which are to be attended via the virtual learning environment. For the introductory course, module 1, attendance at 8 seminars/exercises is mandatory, as is attendance at at least 80% of the lectures and the completion of 4-6 assignments and module 6 has 4 compulsory assignments.

The teaching consists of seminars/exercises and lectures. Attendance at seminars/exercises is compulsory as is at least 80% attendance at lectures, and completion of all written assignments. The opportunity to compensate for missed compulsory components is offered to students who have been unable to participate in compulsory components due to circumstances out of their control such as accidents, sudden illness or similar. This also applies to students who have missed teaching sessions due to elected office duties e.g. as student representative

Assessment

The assessment is based on the following components:

Module 1: oral presentation and 2 individual written take-home exams

Module 2: oral presentation, in pairs or individually and 4 individual written assignments

Module 3: oral group discussion and individual written take-home exam

Module 4: oral group discussion and individual written take-home exam

Module 5: oral examination assignment, written group assignment and individual written take-home exam

Module 6: 4 oral examination assignments and individual written take-home exam

Module 7: individual written assignment

Module 8: oral group discussion and individual written take-home exam

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

For a grade of Pass on the whole course, the student must have been awarded this grade on all modules. For a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade on four of the eight modules of the course, 7.5 credits of which should be from module 2.

Entry requirements

General requirements for university studies in Sweden

Further information

- The course is offered at the Centre for Languages and Literature, Lund University..
- To be certified as a teacher qualified to teach a native language, the student must have a qualifying degree in education and subject studies in the native language in accordance with the regulations of the Swedish National Agency for Education. The present course provides tools for active or future teachers or study assistants, but does not provide additional qualification.
- The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree. For further details see the current registration information and other relevant documentation.
- The module titles in Swedish:
 1. Introduktion till modersmålsundervisning och studiehundledning (7,5 hp),
 2. Svenska för modersmåls lärare och studiehundledare (7,5 hp),
 3. Arvsspråksinläring och flerspråkighet (7,5 hp),
 4. Studiehundleda på modersmål (7,5 hp),
 5. Flerspråkig litteracitet (7,5 hp),
 6. Språkdidaktik för modersmålsundervisning (7,5 hp),
 7. Att hantera värdegrundsfrågor i modersmålsundervisning och studiehundledning (7,5 hp),
 8. Språk- och kunskapsutvecklande arbetssätt i modersmålsundervisning och studiehundledning (7,5 hp).