

## **FLRA02, Mother Tongue Instruction and Multilingual Study**

### **Guidance: Specialization, 30 credits**

*Modersmålsundervisning och studiehandledning: fördjupningskurs, 30*

*högskolepoäng*

**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2021-04-06 and was last revised on 2025-02-06 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2024/680). The revised syllabus comes into effect 2025-03-10 and is valid from the autumn semester 2025.

### **General information**

The course is offered as a freestanding course and can normally be included in a general qualification for first or second-cycle studies. The course is aimed at both current and prospective mother tongue teachers and tutors.

*Language of instruction:* Swedish

The language of instruction of the course is Swedish, but the student is expected to be able to make use of course literature in English.

*Main field of study*      *Specialisation*

-                      G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

### **Learning outcomes**

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

#### **Knowledge and understanding**

- relate issues of assessment, grading and inclusive education to research,

- explain how current national and international laws on discrimination, human rights and language rights relate to multilingual language and literacy development and inclusive education,
- discuss different forms of assessment and approaches to inclusion linked to teaching and learning requirements, as well as school policy documents,
- account for some current research questions and theories in the area of language and knowledge development and didactics relating to mother tongue instruction, based partly on the literature in the area and partly on students' own experiences as well as discussions from the placement components of the course,

### **Competence and skills**

- make independent judgements about the progress of pupils based on documentation of pupils' language production, and design support for further language development in the mother tongue,
- apply knowledge of language and knowledge development in connection with documentation, assessment and evaluation of mother tongue instruction
- account for, discuss and apply basic research methodology and concepts to the study and analysis of learning and didactics in mother tongue instruction and study counselling
- apply knowledge of inclusive education to ensure that all pupils are fully supported in their learning according to their individual circumstances and needs
- independently formulate, carry out and report in writing on a research assignment on learning and didactics in mother tongue instruction in schools, within predetermined time frames

### **Judgement and approach**

- take a position on basic values with regard to mother tongue instruction and multilingual study guidance by adopting a democratic, inclusive and intercultural approach
- evaluate the importance of methodological aspects in the subject area of mother tongue instruction and multilingual study guidance
- take a position on the ethical aspects of the scholarly approach

### **Course content**

The course is based on FLRA01, Mother tongue teaching and counselling, 60 credits, and is aimed at current and future mother tongue teachers and study guidance counsellors who want to deepen their theoretical knowledge and practical skills in mother tongue teaching and study guidance. Students should already have acquired knowledge and skills about the subject of mother tongue instruction in schools, Swedish as a working language in schools, language acquisition with a focus on language and knowledge development in minority contexts, native language study guidance, multilingual literacy, language didactics with a focus on mother tongue instruction, issues relating to core values, or the equivalent.

The course aims to provide the student with tools for applying a research-based approach to the subject of mother tongue in schools. It is based on research and best practice in multilingual language and literacy development, inclusive education, and assessment and documentation of pupils' language and literacy development in the mother tongue.

The course provides students with advanced knowledge of current research relating to teaching in the mother tongue subject in schools, appropriate research methodology to apply to mother tongue pupils' learning, understanding and respect for pupils' individual needs and skills in the assessment of professional practice and the documentation of the progress of pupils and in inclusive teaching within mother tongue instruction.

The course includes an independent project that requires the student to apply research methodology and theory in their current or future professional role in school activities, by conducting a scientific analysis of collected material relevant to mother tongue teaching or study guidance and presenting this research at a seminar, as well as being able to review another student's work. The course consists of two modules:

1. Evaluation and documentation of students' results in mother tongue tuition, 7.5 credits
2. Theory and method for mother tongue tuition and study counselling, 7.5 credits
3. Inclusive Education, 7.5 credits
4. Independent project, 7.5 credits.

## Course design

The course is offered entirely as a distance learning course, supported by an online virtual learning platform and digital tools. Students are required to participate on this basis and to have access to a computer or tablet with a webcam and headset. The modules include scheduled lectures and seminars and group or individual supervision that students can participate in via video conferencing. Attendance is compulsory at the four meetings at which assignments are presented and discussed orally. In addition to these mandatory meetings, students are expected to demonstrate activity through participation in discussions at course meetings and written contributions on the learning management system.

Students are expected to read the compulsory reading list thoroughly and demonstrate an understanding of the contents of the reading list and how this relates both practically and theoretically to the didactics of the mother tongue language in assignments, discussions and take-home examinations.

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 of module 1 is based on a written assignment and an oral presentation.

The assessment of Module 2 is based on two written assignments and an oral presentation.

The assessment of Module 3 is based on two written assignments and an oral presentation.

The assessment of Module 4 is based on an individual assignment in the form of a written paper presenting an independent analysis of individually collected data on mother tongue instruction that the student presents at a seminar as well as on written and oral reviews of another student's work.

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 entire course, a grade of Pass with distinction on module 4, independent project, 7.5 credits, and on one of the other modules is also required.

## Entry requirements

General entry requirements and knowledge equivalent to FLRA01, Mother tongue teaching and study guidance, 60 credits.

## 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 is shared in whole or in part with another course can only be credited once for a degree. For further details, see current registration and information material.
- Module names in Swedish:
  1. Bedömning och dokumentation av elevers prestationer inom ämnet modersmål
  2. Teori och metod för forskning om modersmålsundervisning och studiehandledning
  3. Includerande undervisning
  4. Självständigt arbete om modersmålsundervisning och studiehandledning.