

FLRB30, Didactics for Mother Tongue Teaching, 7.5 credits

Språkdiradik för modersmålsundervisning, 7,5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-06-07 (U 2024/429). The syllabus comes into effect 2024-09-01 and is valid from the spring semester 2025.

General information

The course is offered as a freestanding course and is intended for active as well as future mother tongue language teachers and study assistants. It can normally be included in a general qualification for first or second-cycle studies.

Language of instruction: Swedish

Main field of study *Specialisation*

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

Learning outcomes

On completion of the course, students shall be able to

Knowledge and understanding

- give an account of how the preconditions and requirements of mother language teaching relate to other types of language instruction and the didactic implications of this,
- give an account of relevant research that concerns language didactics in mother tongue teaching

Competence and skills

- orally and in writing, critically discuss and reflect on how pupil composition, framework conditions for the mother tongue teaching and the position of the language or distinctive characters influence didactic strategies and approaches,
- use of didactic and language didactic concept to reflect on appropriate didactic approaches in mother tongue teaching,
- develop and apply appropriate didactic strategies for their work as mother tongue teachers and mentors in Swedish school

Judgement and approach

- relate to fundamental values with respect to mother tongue language teaching and study guidance through a democratic, inclusive approach based on human rights,
- evaluate and discuss research, teaching materials and pedagogical activities and assess their quality and suitability to support development of the mother tongue language in the classroom and other school subjects,
- reflect on strategies and approaches for responding to pupils with different needs in teaching, and how mutually supporting dynamics can be promoted in heterogeneous classrooms.

Course content

The course aims to provide knowledge and understanding of didactic research, approaches and appropriate resources for mother tongue language teaching and development of the mother tongue in a Swedish context as well as the skills and assessment skills that are needed to be able to use these in the teaching. Initially, similarities and differences that exist in the preconditions for mother tongue instruction and other types of language instruction are covered. This overarching understanding serves as a basis for the interpreting of research from other contexts, for selecting, applying or adapting existing approaches and resources and be able to develop supplementary attempts and materials based under the conditions that apply to mother tongue teaching in Sweden, curricula and Swedish school. Questions about how teaching strategies relate to the specific pupil composition or specific distinctive characters of various languages are given special attention as well as questions about values and an inclusive working method. Several opportunities are given for course participants to reflect jointly and discuss based on concrete examples of didactic attempts, materials from teaching materials, activities and assignments that are used in the mother tongue language teaching and to connect these to language didactic concepts and research.

Course design

The course is a distance learning course. Attendance is compulsory at the four meetings at which assignments are presented and discussed orally. In addition to these compulsory meetings, active participation through participation in discussions at course meetings and written contributions is required. 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.

Students who for various reasons have not completed compulsory components may make written submissions and oral presentation and discussion at retake sessions.

Assessment

The course is assessed through an individual take-home examination and four smaller, written assignments which are presented orally at four examination seminars.

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 the grade of Pass on the whole course, the student must have been awarded at least this grade on all elements of the assessment. Pass with distinction requires the grade of Pass with distinction on take-home examination and on at least two of the assignments and their oral presentations.

Entry requirements

General requirements

Further information

- The course is offered at the Centre for Languages and Literature, Lund University.
- The course is also module 6 within the course FLRA01, Mother Tongue Instruction and Multilingual Study Guidance, 30 credits,
- To be certified as a teacher qualified to teach a mother tongue language, the student must have a qualifying degree in education and subject studies in the mother tongue in accordance with the regulations of the Swedish National Agency for Education,
- The course provides tools for active or future teachers or study assistants, but does not provide any 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.