



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **AR1142 Arabic for Mother Tongue Teachers III: Multilingualism and Educational Practice, 7.5 credits**

Arabiska för modersmåslärare III: Flerspråkighet och pedagogik, 7,5 högskolepoäng

*First Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Languages and Literatures on 2017-06-09 and was last revised on 2022-03-15 to be valid from 2023-01-16, spring semester of 2023.

*Field of education:* Arts 100%

*Department:* Department of Languages and Literatures

#### **Position in the educational system**

The course is given as a freestanding course.

*Main field of studies*

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*Specialization*

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

#### **Entry requirements**

To be admissible, students need to have a Pass grade for at least 5 credits from AR1140 or AR1141 . Exceptions to the requirement of knowledge of English may be made.

#### **Learning outcomes**

On successful completion of the course the student will be able to:

*Knowledge and understanding*

- give an account of course syllabi and other regulatory documents for mother tongue teachers and their importance for the teaching of Arabic;

- give an account of central theories about bi- and multilingualism and elementary theories about language acquisition and language development;

#### *Competence and skills*

- describe, discuss and evaluate relevant regulatory documents, teaching materials, material for testing and diagnostic purposes relevant for Arabic as a mother language;
- develop, adapt, carry out and evaluate the teaching of Arabic as a mother tongue with a focus on the development of language skills;
- describe, analyse and evaluate different issues regarding basic reading and writing skills in Arabic;

#### *Judgement and approach*

- on the basis of the course content, discuss the language didactic implications of bi- and multilingualism;
- analyse his/her own subject knowledge and placement in a critical way.

### **Course content**

The course gives an introduction to theories about bi- and multilingualism with special regard to the relations that apply to language development in Arabic as a mother tongue and second language. These theories are supposed to form the basis of the choice and implementation of methods and materials that can be used in the teaching, particularly with regard to the development of basic reading and writing skills in Arabic. Different methods and materials are analysed on the basis of how people learn a language. The course also discusses the question of how one can create a language-developing environment in the classroom that takes into account the different skills of heterogeneous student groups and the demands of the regulatory documents on the teaching. The course also gives an introduction to literature search, the aim of which is to give the students tools to choose Arabic material that can be processed linguistically and pedagogically in such a way that it can be used in the teaching.

### **Form of teaching**

The teaching includes lectures, seminars and group assignments.

*Language of instruction:* Swedish and Arabic

### **Assessment**

To what extent the student achieves the aim of the course is tested continuously through active participation in the seminars and through written assignments. In connection with

examination of oral components, attendance is compulsory.

Students who have failed any part of the course are given the possibility of a new test. In connection with written assignments, supplementary assignments may be offered in order for the student to achieve a Pass grade. Such a supplementary assignment should be done within the stipulated time (normally five working days after the result has been posted). Otherwise a Fail grade will be reported.

A student who has passed a subtest may not do a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded.

If a student who has failed the same examined component twice, wants to change examiner before the next examination, they should submit a written request to the department responsible for the course. The request shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

If the University of Gothenburg has decided that a student is eligible for special study support, the examiner may, provided it is compatible with the aim of the course and it can be done within the scope of available resources, decide to offer the student an adjusted examination or a different examination format.

If the course has been discontinued or substantially revised, a student should be guaranteed to sit the examination on at least three occasions (including the ordinary examination occasion) during a period of at least one year, but not later than two years after the course was discontinued or revised. As regards internships/placement the same as above applies, with the exception that examination is offered on only one occasion.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). The requirement for a Pass with distinction on the whole course is a Pass with distinction on the individual assignment (5 credits).

### **Course evaluation**

The students are given the opportunity to make a written evaluation of the course. The results of the evaluation are published digitally.

### **Additional information**

For students to be able to follow the course, read the course literature and make linguistic analyses, they need some knowledge of Arabic. Assessment of their knowledge of Somali is made by the students themselves.

To be able to follow the course when it is given online, students need to have access to a computer with Internet connection, a headset with a microphone, headphones and web camera.

Equality aspects should be taken into account in content, literature, teaching and evaluation.