**Mother tongue tuition in an urban Swedish lower secondary school and community language school in Australia – multiple case studies mapping organization, discourse, activities and resources.**

Research plan for doctoral dissertation at the Department of Language Education, Stockholm University, Sweden.

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The focus in my study will be on mother tongue tuition and multilingualism. The purpose is to give a thick description of how mother tongue tuition is organized in the relevant establishment in both populations (an urban lower secondary school in Sweden and a community language school in Australia).

Research questions include:

1. How is MTT organized in the setting? (What learning and teaching resources are available? Which pedagogical approaches/strategies are used? What conditions do MTT teachers work under?)

2. What are the perceptions/ideologies of stakeholders in MTT regarding the purpose of MTT? What characterises the institutional discourse of stakeholders in MTT in each setting?

3. What are the perceptions/ideologies of stakeholders in MTT regarding the notion of multilingualism?

4. What perceptions do multilingual students have of their use and development of the mother tongue both in and out of the learning establishment?

Between Oct 2011 and April 2012 I conducted a pilot study on mother tongue tuition in urban schools in Sweden. I interviewed four mother tongue teachers who worked at different schools in a multilingual region of urban Sweden. Results from this pilot study indicate that mother tongue teachers who work in an environment where their subject is accepted and supported by school leadership and staff perceive that they have better opportunities to fulfill their teaching duties. These opportunities include:

● collaboration and cross-curricula projects with other teachers and subjects,

● regulated and regular access to teaching locations (classrooms),

● school leadership that encourages staff to facilitate the implementation of mother tongue tuition

● that mother tongue tuition is given status in the establishment

In my on-going field studies I aim to investigate these factors more closely in order to describe potential links between them and the implementation of mother tongue tuition. The following research methods will be used:

**Interviews:**

1. with school/establishment leadership and staff on multilingualism and perceptions and implementation of mother tongue tuition,
2. with students on multilingualism and their use and development of the mother tongue in and out of the learning establishment.

**Observations:**

1. of four mother tongue teachers for one working week each (Sweden),
2. of a range of mother tongue teachers in two different community language school settings over the course of one year (Australia).

**”Language Logbook”**

A selection of mother tongue students record their language use during one week.

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