

EP308-15 Introduction to Secondary MFL Teaching

21/22

Department

Centre for Teacher Education

Level

Undergraduate Level 3

Module leader

Holly Heshmati

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module takes place in term 2 and is specially designed to introduce you to MFL curriculum and pedagogy in the Secondary school age range. You will explore your subject from a new perspective through engaging sessions at university led by teaching fellows and visiting teachers. Practical workshops will examine the content of Secondary MFL National Curriculum and how to address barriers to learning in MFL through the development of effective teaching approaches and resources.

The module is hosted by the Centre for Teacher Education (currently rated 'Outstanding' by OFSTED). Anyone who completes the module is automatically eligible for an interview for the Postgraduate Certificate in Education (PGCE) initial teacher training course (providing all entry requirements for Initial Teacher Training are met).

[Module web page](#)

Module aims

1. To develop knowledge of MFL teaching in the UK education system and some of the approaches to learning that support secondary students in the subject.

2. To develop knowledge and understanding of MFL education and the secondary curriculum.
3. To develop key transferable skills through engagement with 11-18 education.
4. To develop skills in personal reflection on professional practice.
5. To relate educational theory to education practice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The theory which underpins the practice of MFL teaching is explored through seminars led by CTE Teaching Fellows. The seminars begin by discussing the current context of the UK education system and national curriculum before exploring a range of key themes in education such as how students learn, how ideas develop in the school curriculum and using assessment for learning and specific aspects of pedagogy relating to the teaching of MFL.

As part of the module you engage in MFL education through developing materials, resources and teaching approaches to support learning in MFL. You will develop your practical understanding of the teaching of MFL. Indicative activities might include: developing learning resources, providing exemplar materials to a professional brief, producing online learning resources.

To prepare for and support you for this you will participate a series of workshops at the university. These are highly interactive, practice based sessions, delivered by visiting teachers from local secondary schools. Sessions cover topics such as pitching and sequencing resources to support learning, overcoming barriers to learning and effective questioning.

Learning outcomes

By the end of the module, students should be able to:

- LO1 Critically analyse and reflect on key issues in MFL education in school.
- LO2 Critically reflect on practice in teaching MFL in school.
- LO3 Apply learning theory to school MFL teaching practices.
- LO4 Demonstrate professional skills in supporting learning in MFL.

Indicative reading list

Target Language Toolkit, 90 Ideas to Get Your Language Learners Using More Target Language
Debates in modern languages education

Fun learning activities for modern foreign languages

Modern foreign languages inside the black box: assessment for learning in the modern foreign languages classroom

Learning to teach foreign languages in the secondary school: a companion to school experience

A practical guide to teaching foreign languages in the secondary school

Approaches and methods in language teaching

Aspects of teaching secondary modern foreign languages: perspectives on practice

Developing materials for language teaching

The Language Teacher Toolkit

Sara Laviosa, Translation and Language Education: Pedagogic Approaches Explored (London: Routledge, 2014)

Anne Burns, Jack C. Richards (eds.). The Cambridge Guide to Pedagogy and Practice in Second Language Teaching (Cambridge University Press, 2012)

John Klapper, Understanding and Developing Good Practice: Teaching Language in Higher Education (London: CILT, 2006)

J. Coleman and J. Klapper (eds), Effective Learning and Teaching in Modern Languages (London: Routledge, 2005)

Interdisciplinary

Through exploring the teaching and pedagogy of your subject you will consider and build connections between your subject, educational theory, the psychology of learning and cognition and also consider elements of policy, society and sociology. You will develop your written communication skills in producing both academic and professional evidence-informed rationales for practice.

Subject specific skills

You will develop skills relevant for teaching and the development of practice such as communication, peer and professional collaboration and reflection. You will also develop skills relevant to the academic study of education such as analysis and critique. The module will also develop your skills in the pedagogy of your subject.

Transferable skills

Critical Thinking

Reasoning and Problem Solving

Active Lifelong Learning

Communication (verbal and written)

Teamwork and working effectively with others

Information literacy (research skills)

ICT Literacy

Citizenship (local and global)

Ethical Values

Inter-cultural learning and diversity awareness

Professionalism

Organisational awareness

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (1%)
Seminars	7 sessions of 2 hours (9%)
Practical classes	7 sessions of 2 hours (9%)
Assessment	120 hours (80%)
Total	150 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
A critical review on an issue in MFL Education	50%	60 hours
A short (1000 word, approximately 4 sources) annotated bibliography on a chosen issue in MFL Education followed by a 500 word discussion and conclusion on the implications for teaching MFL .		
Poster	50%	60 hours
A poster presentation of a learning resource, artefact or materials designed to support children's learning in MFL with a supporting rationale relating to , secondary MFL curriculum, learning or pedagogic theory.		

Feedback on assessment

Formative: During the course of the module students will have the opportunity to submit one critical review entry.

Summative: A written feedback sheet and in-text comments will be provided on each component.

Availability

Courses

This module is Unusual option for:

- Year 4 of UHPA-R400 Undergraduate Hispanic Studies

This module is Core option list D for:

- Year 2 of UFRA-R101 Undergraduate French Studies

This module is Core option list G for:

- Year 4 of ULNA-R1A4 Undergraduate French with Spanish
- Year 2 of ULNA-R9Q2 Undergraduate Modern Languages with Linguistics

This module is Option list B for:

- Year 2 of ULNA-R1A2 Undergraduate French with German

This module is Option list C for:

- Year 2 of ULNA-R1A3 Undergraduate French with Italian
- Year 2 of ULNA-R4RF Undergraduate Hispanic Studies and French
- Year 2 of ULNA-R4RH Undergraduate Hispanic Studies and Italian

This module is Option list D for:

- Year 2 of ULNA-R2Q2 Undergraduate German Studies with Linguistics

This module is Option list E for:

- Year 2 of ULNA-RR14 Undergraduate French and German
- Year 2 of ULNA-R1A4 Undergraduate French with Spanish

This module is Option list G for:

- Year 2 of ULNA-R1A7 Undergraduate French with Russian