EP308-15 Introduction to Secondary MFL Teaching

24/25

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.

Students can register for this module without taking any assessment.

Assessment group A3

	Weighting	Study time
A critical review on an issue in MFL Education	50%	60 hours

A short planning and reflection piece (500 words) on a chosen issue in MFL Education followed by a group video presentation discussing the issue and implications for teaching MFL.

	Weighting	Study time
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 Optional for:

- UFRA-R900 Undergraduate Modern Languages
  - Year 2 of R91G French and German with Arabic
  - Year 2 of R91D French and German with Chinese
  - Year 2 of R91J French and German with Italian
  - Year 2 of R91C French and German with Japanese
  - Year 2 of R91E French and German with Portuguese
  - Year 2 of R91F French and German with Russian
  - Year 2 of R91H French and German with Spanish
  - Year 2 of R90M French and Italian with Arabic
  - Year 2 of R90J French and Italian with Chinese
  - Year 2 of R90N French and Italian with German
  - Year 2 of R90H French and Italian with Japanese
  - Year 2 of R90K French and Italian with Portuguese
  - Year 2 of R90L French and Italian with Russian
  - Year 2 of R90P French and Italian with Spanish
  - Year 2 of R90E French and Spanish with Arabic
  - Year 2 of R90B French and Spanish with Chinese
  - Year 2 of R90G French and Spanish with German
  - Year 2 of R90F French and Spanish with Italian
  - Year 2 of R90A French and Spanish with Japanese
  - Year 2 of R90C French and Spanish with Portuguese
  - Year 2 of R90D French and Spanish with Russian
  - Year 2 of R90Z German and Italian with Arabic
  - Year 2 of R90W German and Italian with Chinese
  - Year 2 of R91A German and Italian with French
  - Year 2 of R90V German and Italian with Japanese
  - Year 2 of R90X German and Italian with Portuguese
  - Year 2 of R90Y German and Italian with Russian
  - Year 2 of R91B German and Italian with Spanish
  - Year 2 of R90U German and Spanish with Arabic
  - Year 2 of R90R German and Spanish with Chinese
  - Year 2 of R90Q German and Spanish with Japanese
  - Year 2 of R90S German and Spanish with Portuguese
  - Year 2 of R90T German and Spanish with Russian
  - Year 2 of R900 Modern Languages
  - Year 3 of R91G French and German with Arabic
  - Year 3 of R91D French and German with Chinese
  - Year 3 of R91J French and German with Italian
  - Year 3 of R91C French and German with Japanese
  - Year 3 of R91E French and German with Portuguese
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- Year 3 of R900 Modern Languages