



The screenshot shows a FutureLearn course page. At the top, there are navigation links for 'Subjects', 'Courses', and 'Using FutureLearn'. A search bar is visible on the right. The course title is 'Teaching Languages in Primary Schools: Putting Research into Practice', with a 'NEW' badge. Below the title, it says 'Discover engaging, age-appropriate teaching methods and ideas to enhance your foreign languages teaching skills for children.' and a button 'Go to course - starts 6 Jul'. On the right side of the screenshot, there is an illustration of a row of stick figures holding hands, each with a speech bubble containing a greeting in a different language: 'Hello', 'Bonjour', 'Merhaba', 'Namaste', 'Aloha', and 'Hej'.

Teaching and Learning Languages in Primary Schools: Putting Research into Practice

New MOOC (free online course) – register now!



What's a MOOC? - it's a Massive Open Online Course, a hugely popular way of delivering interactive courses, and we have our very own course now, all ready to launch. If you are interested in primary language teaching and learning, join us for what promises to be a fun, informative and exciting 3-week course.

See you online! - [Registration open](#)

... and here, to tell you more, [Alison Porter](#), [Florence Myles](#), and [Suzanne Graham](#), all from the RiPL team.

If you've ever wondered how primary school children learn foreign languages, what motivates them and how to ensure progress, this course is for you!

A team of researchers at the Universities of Southampton, Essex and Reading have developed a free online course, open to anyone, to encourage research-informed practice in primary foreign language classrooms.

The course will focus on key themes such as motivation and engagement, language development and literacy. Each week, we will guide you through some of the answers research has provided to these issues and draw out the pedagogical implications of these findings; for example, what motivates children in that age group, what pedagogical tools are appropriate, and why do they work? There are three staged pathways (evaluator, reflector, innovator) which will encourage learners to explore and trial the pedagogic principles.

You will have many opportunities to reflect on the practical implications of our research and to listen to "stories" from other teachers about their own, innovative primary FL practice.

The course welcomes pre- and in-service teachers, teacher educators, school leaders and parents.

Definitely not to be missed!

Who are your MOOC hosts? - mini bios



Alison Porter

Alison Porter is a lecturer in Applied Linguistics (English Language Education) at the University of Southampton. Her research interests include classroom-based foreign language teaching and learning, especially foreign language pedagogy for school-age learners and the development of FL / L2 literacy. She has a particular interest in the role of cross-linguistic influence in language learning.

Suzanne Graham is Professor of Language and Education at the Institute of Education, University of Reading. Her research focuses on instructed foreign language learning by young learners, including the role of different teaching approaches and classroom conditions and how motivation for language learning develops during primary education and into secondary school.



Suzanne Graham

Florence Myles is Professor of Second Language Acquisition at the University of Essex, and she is also the Chair of the RiPL network. She has directed numerous projects researching language learning in schools, and her work has focused recently on how children of different ages learn languages, and the implications of these age differences for pedagogy.



Florence Myles

The MOOC launches on Monday 6th July 2020, but you can join and work through it after it starts

Getting it together in 'lockdown'!

When we obtained funding for the creation of this MOOC, Alison, Suzanne and I had grand plans to go filming teachers and children doing some of the activities we showcase in schools... Covid19 soon put paid to that! We managed one meeting of the whole team in Southampton in February before the lockdown forced us to radically revise our plans. There was brief talk of postponing the MOOC indefinitely, but we soon decided that this MOOC was needed even more than before, with online CPD training being the order of the day! So we decided to go ahead: we kept pretty much to the planned content, but instead of professionals filming in schools or filming interviews/discussions with researchers and teachers, we had to record everything via Zoom in the comfort of our own homes, without any professional expertise to help us! Talking to a blank computer screen was a new – and somewhat uncomfortable – experience for all of us. Don't be too hard on us if the result is sometimes a little stilted! *Florence Myles*

Each session presents the evidence base and recent research, key pedagogic principles arising from this research, examples of practitioner stories, and new resources and ideas for the young learners' classroom.

By the end of the course, you'll have a good understanding of the latest young language learning research, and be able to reflect and experiment with new resources to improve your current language teaching practice.

... **and afterwards?** This MOOC is hopefully the first of several, and is one of the ways in which RiPL aims to provide more research-led support for practitioners through online activities. We will also be presenting online at the **ITET seminar** on 7th July, and we plan to offer more online material in the autumn, starting with interviews with key experts in Primary Languages learning and teaching.

A vibrant network of researchers and teacher practitioners through RiPL

RiPL Newsletter #14 – Mooc special

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