

MFL learning unit: Target language

Resource document

Principles that underpin the greater use of the target language in MFL lessons

Justify each principle. Then select the four principles which, if applied consistently across the department, would in your opinion have the most impact on learning.

| Principle | Justification |
|---|---|
| Make clear to pupils the benefits they will gain from the use of target language in lessons. | Unites the class. Provides motivation. Provides basis for feedback. Will support sustained work by all pupils. |
| Make sure that basic classroom routines are clearly established and understood. | |
| Use mistakes as learning opportunities. | |
| If it is necessary or helpful to use English for specific purposes only, make it clear to pupils what these purposes are. | |
| Set staged and rising class targets of doing more of the lesson in the target language each week. | Helpful with a class that is unused to target language use in lessons. Gradually builds confidence and self-esteem. Gives a purpose and challenge to lessons. |
| Make clear to pupils that you will sometimes answer in the target language a question posed by a pupil in English. | |

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| Involvement of pupils in explicit discussion and demonstration of how to apply learning in new contexts. | |
| Work consciously at developing a repertoire of strategies and techniques in, for example: <ul style="list-style-type: none"> ▪ speed of delivery ▪ range of language used ▪ ratio of known to unknown language. | |

Principles of target language use

Justify each principle. Then select the four principles which, if applied consistently across the department, would in your opinion have the most impact on learning.

| Principle | Justification |
|---|--|
| Ensure that all lessons are carefully planned with clear objectives. | It will be easier to plan for opportunities for effective target language use within the lesson. Teacher and pupil language remain focused on the key purposes of the lesson. |
| Work with pupils to agree class rules about the use of the target language in the MFL lesson. | |
| In every lesson, reinforce the centrality of the target language by speaking to individuals in the foreign language as they arrive. | Engages and challenges pupils. Communication for a real purpose. Opportunity for differentiation. If different pupils are targeted in different lessons, all can be included over time. Opportunity for informal assessment. |
| Actively promote a classroom ethos where joint enterprise and risk-taking are the norm. | |
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| <p>Give pupils support and clues through, e.g., visual prompts and use of gesture for as long as is necessary.</p> | |
| <p>When appropriate give pupils the opportunity to act as interpreters of teacher target language, but not at the expense of reducing the challenge of the lesson.</p> | |
| <p>Give specific, formative feedback during or at the end of lessons.</p> | |
| <p>Take account of the needs and talents of different pupils, for example those who: are reluctant to take risks;</p> <ul style="list-style-type: none"> ▪ have difficulty in applying new learning to previous contexts ▪ listen but do not contribute ▪ are inclined to dominate. | |

The content of this document has been extracted from:

Foundation Subjects MFL: optional training materials Module 8 Target language - DfES 0115/2003
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