

**Pedagogical Manual :** MFL Department

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| **Section** | **Teaching and Learning**  |
| **Resource**  | TL1: Developing and Maintaining a Target Language Policy  |
| **Objective**  | *To develop and maintain a target language policy as an MFL department across all languages*  |
| **Outcomes** | * To reflect on your own use of the target language
* To develop a target language expectations of use chart
* To use these to form a teacher-student Target Language policy.
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| **Resources** |  |
| **Time**  | 30 minutes  |



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| *Part 1: Reflection of our TL use*  | 10 mins | Attached is a Target Language use survey produced by Racheal Hawkes. This provides a departmental overview of the target language use in the department. As a group, go through to ***TL3: Department Target Language Evaluation*** and decide where you think that the department lies. It is really important at this time to ensure that you work as trusting group and that you agree that this information when shared will not be discussed further. Remember that this document should be completed as a group.  |
| *Part 2: Target Language Policy*  | 10 mins | ***TL3: Example Target Language Policy*** has an example of a Target Language policy completed by Rachael Hawkes of a large departments target language policy. Notice that it is language neutral and, therefore, applies to all languages. Secondly, the introduction is something that reads very much like a mission statement. Good practice here would dictate that elements of your mission statement would be quoted here to tie both policies together. Based on the TL survey that you completed in the previous activity, create a target language policy of 8 points that describe scenarios in which target language use can be observed. These should be a balance of Teacher-Teacher, teacher-pupil and pupil-pupil focused i.e. how teachers speak to each other, how teachers speak to pupils and how pupils speak to other pupils.  |
| *Part 3: Main Focus for term*  | 10 mins | Once you write a policy such as this, it is useful to agree which element of the policy will act as a focus for the subsequent term. Remember that some of these aims you may already be achieving but you might wish to work on another element of these. For example, pupil-pupil interaction that is spontaneous is often quite difficult to achieve. Decide on a number of ways that you might be able to achieve this aim and agree a timeframe for when you might come back together to discuss where you have had successes in this area.  |

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TL3: Departmental Target Language Evaluation

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|   |   | **All teachers** | **Most** | **Fewer than half** | **None of us** |
| 1 | The target language is used skilfully by the teacher as the language of communication for all/most of the learning in the classroom |   |   |  |   |
| 2 | High levels of target language use are consistent across ability levels. |   |   |  |   |
| 3 | High levels of target language use are consistent across key stages. |   |   |  |   |
| 4 | When English is used, is it clearly ‘ring-fenced’ to avoid ‘sandwiching’? |   |   |  |   |
| 5 | Students use the target language for routine questions/responses to teacher instructions. |   |   |  |   |
| 6 | Students are taught language that they can draw on to participate in the language of the classroom. |   |   |  |   |
| 7 | There is evidence of student–student use of the target language within pair/group tasks. |   |   |  |   |
| 8 | There is evidence of student–student use of the target language outside of set tasks. |   |   |  |   |
| 9 | Students engage in unplanned conversations in the target language, prompted by the teacher. |   |   |  |   |

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TL3: Example Target Language Policy

**MODERN LANGUAGES DEPARTMENT**

**The Modern Languages Department is committed in its teaching to the optimal use of the target language.**

**The ‘optimal’ position regarding target language use in the MFL classroom fully supports the use of the target language for most foreign language learning tasks and activities, whilst maintaining that certain aspects of language learning may be enhanced by planned, specific use of English.**

As MFL teachers in this department we:

* decide at the lesson planning stage when to use the target language and when to use English, so that the optimal use of both is incorporated into the achievement of the learning objectives of the lesson and that ‘sandwiching’ of the target language and English is avoided.

* routinely use the target language as the medium for most classroom activities and tasks.

* ensure that the use of the target language does not prevent access to the curriculum by making our target language input as comprehensible as possible through a variety of linguistic, paralinguistic and kinaesthetic methods.

* employ specific and effective means to encourage spontaneous student-to-teacher and student-to-student target language use as much as possible.

* increase our expectations of students’ (spontaneous) target language use progressively.

* work together with students to monitor our and their progress in target language use over time.

* use English in the classroom when it fulfils a planned learning objective to do so. For example: this may be when discussing a grammar point, comparing the target language to English, providing a linguistic ‘hook’ to enable students to retain and retrieve vocabulary more effectively, discussing National Curriculum progress and attainment levels, or working on specific exam or skill strategies.

* are engaged in a reflective process about our use of the target language in our teaching and are constantly seeking to refine the principles of optimal target language and English use.

March 2019

(To be reviewed: March 2021)