

Why is use of the target language important?

- It is implicated in every theory of language learning and many theories of language learning prioritise interaction as the primary site of learning (Long, 1985; Swain, 1995, 2000; Lantolf, 2000).
- Students equate the ability to speak in the target language with learning the language (it is the subject to them).
- Students believe that what they can produce in unrehearsed situations is what they really know.
- Spontaneous TL use (or lack of it) has been highlighted in every Ofsted (English school inspection) report (since records began!).
- It has a central place in our national curriculum and examination system

*“Overall there is **insufficient emphasis** on helping students to **use the language spontaneously** for **real situations**. Consequently **too few students** could speak creatively, or beyond the topic they were studying, by **making up their own sentences in an unrehearsed situation.**”*
(OFSTED, 2008, p.12)

*“In many of the secondary schools visited, **opportunities** for students to listen to **and communicate in the target language were often limited** by many teachers’ unpreparedness to use it. Too often, students were not taught how to respond to everyday requests and thus **routine work in the target language and opportunities to use it spontaneously were too few.**”* (OFSTED, 2011, p.6).

National curriculum aims

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- **speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation**
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

GCSE 2018

unpredictability

“ the awarding organisation must take all reasonable steps to minimise the predictability of each such assessment.”

- preparation time (between 10 and 12 minutes)
- teacher-conducted, audio-recorded, awarding body-assessed
- conversation (more than one topic, only one of which may be chosen by the learner in advance of the assessment)
- two further tasks, from the following: (role play, response to visual stimulus, response to textual stimulus, response to stimulus with visuals and text)
- no dictionaries
- Foundation – 7-9 minutes Higher – 10-12 minutes

	KS2 Programme of Study 2014	Common European Framework of Reference
Speaking	End of KS2 Outcomes	A1
	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences*</p>	<p>Spoken Interaction I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> <p>Spoken production I can use simple phrases and sentences to describe where I live and people I know.</p>
Speaking	End of KS3 Outcomes	A2
	<p>initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p> <p>express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>	<p>Spoken Interaction I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p> <p>Spoken production I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>
Speaking		<p>B1</p> <p>Spoken Interaction I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Spoken production I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>