Responding to pupil’s needs when teaching Modern Foreign Language

The importance of World Culture to pupils with learning difficulties

Learning a modern foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. Meeting people from other countries and cultures helps to broaden pupils’ horizons by experiencing new and different languages and cultures. Learning the basics of a foreign language helps pupils to extend and develop their language and communication skills and can enhance self- esteem.

In particular, MFL offers pupils with learning difficulties opportunities to:

* Become aware of themselves as citizens of the world, as well as in their own immediate environment and society
* Become more aware of language, sounds, smells, tastes, images and artefacts from other countries and cultures by working with materials from these countries
* Become more familiar with the sounds of an MFL and use a range of methods which develop speaking and listening skills rather than relying on the written word
* Meet people from other countries and communicate with them in their own language
* Develop imitation skills and the motivation to produce sounds and an expressive language
* Use ICT for direct electronic contact, e-mail or the internet so they can use a new language to communicate with schools and people in other countries
* Support their learning in other subjects, *for example, English or Geography*
* Develop listening, concentration and social skills through partnership and group work
* Work in a range of contexts and topics adapted to suit individual interests and motivations.

In response to these opportunities, pupils can make progress in MFL by:

* Expanding their breadth and depth of experience, knowledge and understanding
* Developing and extending new language and communication skills
* Moving from the familiar to the less familiar
* Developing understanding, *for example, from the concrete to the abstract*