



## Languages ICT Action Research

### Project summaries 2005-06

The Languages ICT Action Research project is an initiative from CILT, the National Centre for Languages and the Association for Language Learning (ALL). The Project aims to support secondary classroom teachers in reflecting on their use of ICT and understanding its impact on pupils' learning. This paper details the findings of classroom-based projects undertaken during the 2005-06 phase. For more information on this initiative, please visit the Languages ICT website.

#### **Adeyfield School, Hemel Hempstead. Ms Emmanuelle Atkins**

Using ICT to develop cultural awareness within a business and enterprise context.

The project at Adeyfield School aimed at determining the ways in which ICT could be used with a Year 9 group, many of whom have learning difficulties, to develop cultural awareness and interest in a French region and to use the target language in a very limited but effective way. The school is a Business and Enterprise College and the project was intended to reflect this status. The focus of the project was the regions of France and pupils were expected to conduct Internet investigations in order to make a presentation demonstrating three aspects of the region: its tourist potential, property in the region and its business and industry. The group comprised pupils who have just completed Entry Level French and many of whom will not study the language at Key Stage 4. They completed their Internet investigation in groups and prepared their presentations, using English or French text. They will add audio commentary to the slides in French. Their presentations will be shown to their peers before being judged by a panel composed of members of staff from other departments in the school. The project was very motivating and pupils have made many skill gains. It has been an enjoyable and profitable experience all round and provided a model to be used more with other groups.

#### **Billingham Campus School, Billingham. Mr Richard Henderson**

Using digital video to develop speaking skills.

The Head of Department at Billingham Campus School wanted to use digital video to develop speaking skills, and particularly to develop memorisation skills for the GSCE oral presentation. The school has a City Learning Centre attached and, with the support of the school Senior Management Team, he developed a project involving a small group of Year 10 pupils. Their task was to produce a video of approximately 3 minutes duration about their school. They were to include a range of tenses and were expected to create their own storyline, plan their own shots, research and prepare their own scripts (with advice from the teacher and a Foreign Language Assistant). They were responsible for their own filming and editing. The project captured their imagination fully and the technology was absorbing. Working in small groups the pupils set about developing their own view of the school and researching to find the appropriate language. They received basic training on the video editing software, but such was their interest that they used much of their own time to learn a range of editing and creative skills which gave their final products a very polished look. In all respects the project was successful. Pupils developed technical, collaborative, investigative, organisational and presentational skills. They also scripted, and re-drafted willingly to improve accuracy and pronunciation. Their ability to memorise has improved and their collective view was that this was a really effective way to learn a language.

#### **Brinsworth Comprehensive School, Rotherham. Ms Fiona Hilton**

Pupils use authoring software to create multimedia interactive materials.

The project at Brinsworth aimed to engage pupils more deeply in the learning process and also to explore ways of integrating ICT more fully into teaching and learning. Using a topic of interest to the whole group of Year 10 pupils, and allowing them to work in groups of their own choice, a project was devised to allow pupils to create their own interactive exercises (games) using authoring software. Each group developed a sub-topic of the general theme of healthy living. They were free to research and develop their ideas as they saw fit, while still working with a clear set of agreed objectives. Some consolidatory language work took place using traditional teaching methods and a resource booklet containing essential vocabulary and grammar models and examples was issued to each pupil. They then used their initiative to research the Internet for suitable language and compile material to insert into the interactive games and to use in their



final comic-style presentation. There were technical problems, but pupils responded imaginatively, many of them using their mobile phones to make video clips. They then worked cooperatively to share their resources, using Flash Drives to transfer clips and burning materials onto CD for other pupils to use. Pupils became absorbed in the project and gave much of their own time to ensure it finished on time. The teacher found that this approach allowed her more time to deal with individual pupils. Moreover, the pace and quality of work produced demonstrated that this approach is more dynamic, more productive and more efficient, and other classes are already working in a similar way.

**Brooksbank School, Elland. Ms Nicola Dean**

Using digital photographs, and audio to promote creativity and independence.

A small group of Year 10 pupils at Brooksbank School worked with images and audio to develop their speaking and writing skills in a multimedia presentation. The goal was to be as imaginative as possible, using a wide range of vocabulary and grammatical structures. This was closely linked to their GCSE coursework and oral presentation. Pupils were given the freedom to create their own storylines on the theme of holidays. Careful consolidatory work in class was complemented with interactive activities and a range of support documents, after which pupils worked in pairs to produce an imaginative presentation which contained images, audio and text incorporating a range of tenses, connectives and new vocabulary. Various logistical and technical problems hindered progress, which meant that pupils were not able to use their own digital photographs. However, they used clip art, some animated, very effectively. Pupils became very conscious of the need to focus on range, accuracy and pronunciation and readily re-drafted, re-recorded and developed their use of dictionaries. They developed a sense of ownership of their learning and found the experience motivational. This approach to learning will be extended to other groups across Key Stage 3 and it is hoped to extend the use of digital audio in future.

**Crofton School, Fareham. Ms Barbara Hlavaty**

Using authoring software to improve performance and motivation.

The aim of the project at Crofton School was to assess the impact and potential of using authoring software to improve performance and motivation. A Year 9 group completing their Asset Languages certificate was chosen. They were not well motivated overall and few had any intention of continuing French in Key Stage 4. A carefully structured blend of traditional whole-class teaching and supporting work in the computer room proved highly motivational and led to noticeable language gains. Authoring software was used to progress from word-level to sentence-level activities, using text, image and audio. Pupils responded with great enthusiasm. They kept a score of their activities and also completed assessment tasks linked to their Asset Languages certificate. In class, the teacher used the interactive whiteboard to great effect and it soon became clear that language was being retained better while confidence and motivation improved across the whole group. Both in the classroom and in the computer suite pupils were totally engaged and actively wanted to know the language in order to succeed in the interactive games. The potential of the software was clearly established and this model of learning proved its value. In addition, the number of pupils in the group opting to continue French to GCSE has increased and now compares very favourably with more able groups. Above all, pupils found that learning a language can be both achievable and enjoyable.

**Dixons City Academy, Bradford. Ms Amy Parker**

Using common easily available software and freeware to develop language learning using all four skills.

The project aimed to enable pupils to create a PowerPoint presentation, including sound, text and images, based around the World Cup 2006. Pupils were shown how to insert their own voice recordings into the presentation with the aim of improving pronunciation. Pupils worked in groups and were given tasks that had to be included and those that were optional. Each group was encouraged to assign different roles to members to ensure that no pupils 'coasted'. The activities enabled pupils to develop their independence by planning their own productive language and by researching the Internet for useful sites and pictures. Pupils developed their ability to pronounce the language accurately and to listen to their own utterances and to improve them, both in terms of accuracy and pronunciation. Teachers found that pupils were very well motivated and able to see the relevance of German in relation to the World Cup and the themes of food and drink, sport, the geography of Germany and countries in particular. The teacher is now more confident in setting up an ICT project to develop independent and collaborative learning. She also became aware that she should keep the project shorter and tighter in future, with fewer optional activities. Pupils now know how to use headsets to speak, record and listen. At the end of the project pupils presented their work to the class and a prize was given for the best three projects.

**Gordano School, Bristol. Mr Peter Morris**

Wikimania, or using wikis to encourage spontaneous and accurate creative writing.

The Wikimania project involves two classes, a Year 7 and a Year 8, in the use of wikis to develop spontaneous creative writing and celebrate their attainment in writing extensively in German, and one teacher in developing strategies that reflect the department's practices in the area of assessment for

learning while not creating a block to pupils' creativity. This project extends the work the Department undertook with the TALK project to develop extensive speaking. For the Wikimania project pupils were invited to contribute to the stories on the wikis on a voluntary basis. And contribute they did, independently and autonomously, some writing extensively, others using the teacher's sensitive guidance to edit the texts, others using their ICT skills to introduce videos and animations. The project has been extremely successful for both pupils and teacher. It is continuing until the end of the school year and will be started again next year. The findings of this year's project will inform the way next year's project will be set up and structured. The wikis featured in this project can be visited at Gordonocool ([www.gordonocool.pbwiki.com](http://www.gordonocool.pbwiki.com)) and Unserewebseite2006 (<http://unserewebseite2006.pbwiki.com>).

### **Halifax High School, Halifax. Mr José Godoy and Ms Rhiann Cross**

Creating a short film using digital video to enhance speaking skills and increase motivation.

The aim of this project was to create a short film to enhance speaking skills and develop motivation among a class of mixed ability Year 8 pupils studying Spanish. The entire project took a lot longer than planned, mainly because there was only one camera to share between five groups of pupils and only one adult to supervise the work. The pupils were also very unused to this type of activity and required a lot of training in being filmed. However they grew in confidence during the project and their speaking skills improved considerably. The pupils were consistently motivated throughout the project and particularly so when they saw some of the results of early filming shown on the interactive whiteboard. This was particularly helpful in motivating the more lazy pupils to learn their scripts. The project was definitely worthwhile and helped to focus on the speaking skill, which this class needed to work on. The technology made the work seem like fun and the pupils were very proud of the finished result. It was hard work for the teacher to plan, organise and supervise the work, but he has learnt about what works effectively and thinks that overall it was a very positive experience and he intends to run a similar project next year with a different class, building on the lessons learnt. The rest of the Modern Languages Department also see the benefits and the department will invest in more digital video cameras in order to enable more projects to take place in future.

### **Holte Visual and Performing Arts College, Birmingham. Mr Khalid Mahmood**

Developing confident speakers through predictive story-telling

Holte Visual and Performing Arts College, located in the Lozells area of Birmingham, teaches French, Urdu and Bengali within the curriculum. There is a good level of ICT provision and the teacher has InPage Urdu installed on his laptop, allowing for the use of Urdu script via the data projector and in other programmes. This project, to investigate to what extent MS PowerPoint software could be exploited to encourage Year 9 pupils to be more creative when speaking in Urdu, coincided with preparation for their GCSE speaking exam. The teacher exploited the step-by-step nature of the software with this fast-track group of 12 pupils by creating a presentation in Urdu to tell the traditional story of the tortoise and the hare. The Urdu text provided valuable reading practice in a supportive and motivational environment and images and empty speech bubbles (Call-outs) were used to prompt input from the pupils. With their knowledge of the story, the visual prompts and confident that all suggestions would be valid, they were encouraged to speak in front of the class. They used their imaginations and skills of prediction when expressing themselves and deciding what the story characters might have said, sharing their ideas and thinking with others. The pupils were then given handouts of the PowerPoint slides, with text removed from the speech bubbles. This resource was differentiated, in that some text prompts were left in for less able pupils. In groups, the pupils wrote their own version of the story, which they practised and then performed in front of the class. Success criteria were used to peer-assess the speaking performances, which included a focus on the level of interesting content and confidence in delivery, as well as quality of language and pronunciation. The result of the project was increased pupil confidence in speaking and development of GCSE oral performance strategies, as well as much-needed resources for the Urdu Department. It is hoped that a positive experience in GCSE groups will encourage more pupils to take a 2 year AS/A Level Urdu option in KS4, as well as post-GCSE level Asset Languages qualifications in due course.

### **King Harold School, Waltham Abbey. Mr Terry Curtis and Ms Judith Harrington**

Expectation, Motivation, Perception: assessing the value and effectiveness of using a Virtual Teaching and Learning Environment (VTLE)

In this project with parallel groups in Year 8, the Languages department assessed ways to incorporate existing ICT-based resources into teaching and learning activities both for motivation and as a tool for pupil manipulation of language. The school had recently purchased a Kaleidos Virtual Teaching and Learning Environment, and wished to make effective use of the investment. The project aimed to assess the impact of ICT within the framework of the VTLE on behaviour and attitude, and to determine the effect of the ICT resources and activities on what students actually produced. The expectations were that:

- Pupils' attention to, and focus on, their work would be improved
- Pupils would work more independently than usual
- Pupils would create a personal resource on a theme
- Pupils might identify new resources they recommend seeking out

- Teachers would improve their understanding of facilitation in the ICT context and reflect on how lessons learnt from the action research could be applied to future activities

The project found that:

- Pupils did work more independently and produced a resource
- Some pupils found it easier to discuss what they had done
- The working atmosphere was a lot better
- Some learners were more willing to ask for help than they might otherwise

Peer review of work produced using a projector was very effective for motivating, clarifying common ideas, illustrating a range of content and for redrafting. Some questions remain: How to get pupils to stay on task, and prioritise the quality of the language as the main point of the exercise?, and Does the ICT activity set learners up to remember the language? The teachers intend to integrate independent VTLE activities into future plans, with account taken of the lessons learnt. Within the department the project will be discussed; it will provide a step into the VTLE for current or future NQTs. The teachers are considering setting up a VTLE project for Year 9 pupils who will not be continuing into Year 10.

### **Norton Hill School, Midsomer Norton. Mr Phil Clements**

Fussball-Weltmeisterschaft Deutschland 2006

The Fussball-Weltmeisterschaft Deutschland 2006 project at this school in Somerset involved a Year 9 class and one teacher. The class is a small lower attaining group of 7 boys and 7 girls who have chosen not to continue with the study of German in Year 10. The teacher wanted to investigate the extent to which ICT, a global event taking place in a German-speaking country and student participation in decision-making can improve their motivation and help them develop some key skills, global awareness, ICT skills, research skills as well as increasing their interest for aspects of German language and civilisation. During the project, lessons took mostly part in the computer room, and students worked independently in pairs. They used the Internet, search engines and online translators to access information and a range of generic software (MS Word, Publisher and PowerPoint) to present their research to the rest of the school. The project facilitated the revision of key language, provided opportunities to extend knowledge of the football World Cup and of geography. It enabled students to appreciate the strengths and limitations of the tools and information found on the Internet. Students have produced a range of documents which are displayed for all to see. The MFL Department has already borrowed some ideas from the project. Pupils certainly remained motivated and the project will continue until the end of the year; it will culminate in presentations, possibly using PowerPoint. It is hoped that a similar project will be carried out next year – the event or personality in the German-speaking world will need to be identified!

### **Pilton Community College, Barnstaple. Ms Sally Blackmore**

The use of CPS (Classroom Performance Systems) as an effective assessment tool.

Language teachers at the school wanted to determine the value of CPS (Classroom Performance System) as an assessment tool and judge the extent to which it could motivate students to perform well by increasing enjoyment of the learning experience. They hoped to demonstrate that students would tackle reading comprehension tests with increased confidence when utilising CPS, so enabling staff more accurately to assess National Curriculum (NC) Levels and provide guidance on future improvement. Thanks to careful planning and knowledge gleaned from involvement in earlier projects, it was possible to create appropriate assessment materials and conduct them in such a manner over a series of lessons that students benefited most from the experience. This was clear both from the extremely positive responses given to evaluation questionnaires and the actual performance of the students in the assessments, compared to previous expectations. The project as a whole was very successful and it has kick-started the use of CPS in the school as a core tool in the assessment of NC Levels. With this equipment reading levels can be determined in a non-threatening manner, which has seen students actively putting greater effort into their work. It has also provided a very effective professional development opportunity for the member of staff leading the initiative. Findings and materials have been shared with the department as a whole, broadening their expertise in ICT and ensuring effective use of the equipment available. Over the coming year, CPS will be integrated into the teaching and assessment of all Year 9 groups, with a view to raising motivation and encouraging continued language study.

### **Putteridge High School, Luton. Ms Anne Skennerton**

Exploring the world of work and developing learning skills using the Internet and authoring software.

The aim of this project was to use authentic materials on the Internet and authoring software to develop learning skills and an awareness of the world of work with a middle ability Year 9 group. Using a mixture of traditional whole-class teaching, a standard textbook and the Internet, the teacher created a series of activities to enable pupils to progress from simple word-level exercises to completing a curriculum vitae and letter of application in German. Working initially with the Guidance (PSHE) teacher, pupils discussed jobs and related matters such as experience and personal qualities required in English before moving to target language work with their German teacher and Foreign Language Assistant across a range of interactive exercises, created with authoring software, and investigations on the World Wide Web. The

pupils found the project engaging and worked well. They particularly liked the interactive exercises, and responded well to the more demanding sentence and text-level activities. With careful support they were able to manage the difficult language found on German websites aimed at native job-seekers. Several pupils took the initiative and went beyond the brief. The project was successful in meeting all its aims and staff are keen to develop the model more widely across Key Stage 3, possibly including multimedia elements in future projects.

#### **Redruth School, Redruth. Ms Lizzie Hoskins**

Keeping pace: Using the Interactive Whiteboard to maintain focus

The project investigated whether the pace of delivery in a classroom was enhanced by the use of Interactive Whiteboard (IW) activities. It was hoped that the repetition arising from being able to complete more activities over a 50 minute lesson, would enhance learning. The class chosen was a Yr 8 French - set 4 out of 5. The results were very obvious: pupils regarded IW activities as 'fun'. Their involvement was both enthusiastic and (almost) universal. Even those few pupils who appeared not to be taking part, proved by the end of the lessons to have learnt the new language. This group of pupils responded very positively to all the IW activities; they competed with each other to answer orally or on paper or at the board face. The amount of spoken language was hugely increased. For the teacher the IW allowed relatively simple preparation in advance, the choice from a wider range of skill-based activities and a large increase in the number of exercises actually completed in any one lesson. Despite the low setting of this class, they were able to meet all the targets set for them. Their behaviour, though still loud, was focused on the learning and their obvious enjoyment of the activities meant that learning occurred seemingly effortlessly. Keen to participate, they vied with each other to complete an exercise and then asked the teacher for more. The lessons, though punctuated with oral classwork and some table-top activities (assessments), maintained a pace and vigour that the lesson without the use of IW was unable to deliver.

#### **Saltley School and Specialist Science College, Birmingham. Mr Abdul Majid Afzal**

Developing reading and speaking skills, using authentic texts and the interactive whiteboard.

This project at Saltley School and Specialist Science College, working with a Year 10 Urdu class, shifted from an explicit reading focus to include a strong focus on speaking skills. The teacher wanted to expose pupils to authentic materials and support them in developing confidence, interest and skills in reading authentic Urdu, through text manipulation activities. The teacher then realised that the use of authentic materials and opinions from outside the classroom could stimulate the development of skills and confidence in self-expression and speaking, so this became a key outcome for the project. Using InPage Urdu, ACTIVStudio2 software and web-based newspaper materials as a whole-class activity, pupils completed reading comprehension exercises and shared ideas on the topic of the advantages and disadvantages of town and country living in the context of Pakistan. They then worked in groups to develop opposing arguments, which they practised orally and were then shared with the whole class. Finally pupils attempted to read an authentic opinion piece on the same topic. The pupils responded very positively to the lesson activities, enjoying interacting with the whiteboard and showing greater willingness to have a go, both in the reading and speaking activities. The use of authentic materials had significant impact on pupil interest and motivation levels and was the stimulus needed to encourage pupils to form and express their own opinions. This project is the first and exciting step towards integrating the use of ICT into the department Schemes of Work.

#### **Sir Bernard Lovell School, Bristol. Ms Ruth Cole and Ms Caroline Saunders**

Increasing pupil motivation for speaking tasks using interactive multimedia authoring software.

Working with Year 8 set 1 German, our project set pupils the task of using the Kartouche software to create a storyboard based on a conversation about someone's recent holiday. Pupils could choose from banks of backgrounds and characters how to embed their language. They then recorded the text and added the audio files. It was hoped that the ease with which pupils could edit text and re-record audio files, would encourage self-assessment and increase the amount of spoken language used. When work was completed to their satisfaction, it was scrutinised by their peers and comments made. Despite difficulties with recording equipment, which, to start with, either did not work or produced poor quality sound, pupils worked keenly and with good intentions. They felt continually frustrated by the poor quality recordings and re-recorded frequently, hoping to improve their standard. Higher ability pupils spent time improving certain aspects of their work such as expression, and intonation. Less confident pupils were able to record in private until they achieved satisfactory results. In the post-project questionnaire, 78.5% of pupils awarded grades 3 - 5 (fine to great) to "being able to record your own work". With tighter time controls and stricter criteria for assessment, it is felt that Kartouche projects will encourage pupils to develop much greater confidence in spoken language. The repetition of the re-recording means that by the end of the project many will have learnt their script off by heart. This we are convinced will be invaluable as they build up a bank of oral work in preparation for their GCSE Oral examination.

**Skipton Girls High School, Skipton. Ms Cally Berry**

Using foreign language podcasts to develop pupils' listening skills independently.

The aim of the project was to determine the extent to which downloading and listening independently to podcasts in German could help a Year 12 class of pupils to improve their listening skills. With some input from the teacher, pupils started to download podcasts. Initially there was a lot of enthusiasm on the part of the pupils, but when faced with technical hurdles or not knowing which podcasts were suitable, even the keenest pupils gave up. The teacher then assessed what had happened and spent a lot of time finding out the best software to use and giving the pupils two specific sites from which to download podcasts and very clear targets. She also started using podcasts in the lesson as listening activities and demonstrated to pupils how they could be useful. This then enabled pupils to appreciate the value of podcasts and how easy it was to do. The teacher and pupils also discussed ways that pupils could overcome technical problems with hardware at home, such as working in pairs and burning CDs for each other. Having worked together to overcome a range of problems teacher and pupils have now discovered a way forward and see this means of developing a bank of listening resources as very beneficial to language learning. They intend to continue to do this throughout Year 13 and to continue to evaluate the effect on listening skills. The French department also plans to run the same project.

**St Aidan's RC School, Sunderland. Mr Arezki Aouane**

"Just listen to yourself" Using audio editing software to improve speaking skills.

The project at St. Aidan's investigated the extent to which using Audacity (digital audio-editing software) to record and edit presentations can help pupils improve their performance in speaking, pronunciation and intonation. The project built on work done in the CILT 'Digital voices across the curriculum' project in 2005 in collaboration with the Music Department. The software was in place, and Departmental laptops were sufficiently powerful to allow the activity to be integrated into classroom work. This links into other investigations for the future. Pupils worked by themselves to record presentations, while the teacher or Foreign Language Assistant circulated, reviewed and intervened when appropriate. Pupils took the comments seriously and were clearly focused on the issues of improving their performance. Their motivation was good – the teacher felt he was 'teaching exam techniques in a less boring way.' Pupils would view an example in a plenary, in order to see the qualities of good presentations or identify and review the problems in poorer ones. They were able to download their finished work, or, in some cases, e-mail it to themselves for use at home in revision. The impact on their performance will be assessed in a mock exam. Enhanced motivation for Speaking was evident at both ends of the ability range; time (and the mock exam) will tell if the pilot also developed memorisation skills and improved spoken accuracy. Such an approach can be integrated with access to other digital audio or video resources, such as models produced by Foreign Language Assistants. This will be pursued next year, along with a similar pilot for Year 12. Dissemination has to be through practical examples, which will be available on the department website.

**St Julie's High School, Liverpool. Ms Alex Heap**

Using interactive materials to develop confidence in generating original language.

Teachers at St Julie's High School wanted to investigate the effectiveness of interactive exercises in helping pupils to retain new language and to determine the range of activities of this type which might assist pupils to retain and use new language in different contexts. A mixture of whole-class teaching, using flashcards and various features of the interactive whiteboard, and online work in the computer suite completing interactive exercises, laid the groundwork for a final independent phase in which pupils prepared a presentation. The topic of the project was "Holidays" and the grammar focus was "Aller + the infinitive" to express future intentions. Pupils responded with great enthusiasm and, while enjoying the interactive online activities, also appreciated their value in embedding both vocabulary and structure. The value of this approach was seen in the final presentations which were of good quality. All pupils also made voice recordings to insert into their presentations. While the voice recordings highlighted a need for greater attention to pronunciation, the project overall enabled pupils to work independently, to support each other, and to become aware of the need to re-draft to improve accuracy. For the teachers, the project clearly indicated the place that ICT has in supporting learning and in developing new ways of learning. When working in the computer suite, pupils were always on task and completely engaged, which allowed the teacher to change role, offering support and individual guidance where needed. This model will be developed further and incorporated more generally into teaching and learning.

**Whitcliffe Mount School, Cleckheaton. Ms Kate Hyland Collier**

Using ICT to develop creativity, collaborative learning and increase pupil motivation.

The project aimed to enable pupils to create a PowerPoint presentation including the use of sound, text and images to present a theme based on either 'marketing a new restaurant' or 'marketing a holiday home/complex'. Pupils were shown how to insert their own voice recordings into the presentation with the aim of improving pronunciation. Pupils worked both individually and collaboratively in groups and were given guidelines of what should be included and were also encouraged to be creative. Pupils developed their ability to pronounce the language accurately and to listen to their own recordings and to improve

them, in both accuracy and pronunciation. The activities enabled pupils to develop their independence by planning their own productive language, and researching the Internet for useful sites and pictures. Teachers found that pupils were very well motivated and able to see the relevance of French in the world of work; for example, for marketing a product. The teacher discovered areas to work on in class with pupils, in particular their pronunciation. She is now more confident in setting up an ICT project to develop independent and collaborative learning. Pupils now know how to use headsets to speak, record and listen to voice recordings. At the end of the project some pupils presented their work to the class. The best projects were displayed on the school website. Similar projects are planned in future with Year 9 and Year 10, building on the lessons learned from this project, but keeping the projects shorter. There may be opportunities in future to work more closely with the Business and Geography departments to develop cross-curricular themes.