

# languages ICT

## ICT in the curriculum

### ICT and languages at Key Stage 3

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Teachers continue to use and integrate ICT into teaching and learning at KS3 in many ways. The spread of the interactive whiteboard has enabled teachers to transform whole-class teaching: the features of the whiteboard software can be used to involve and stimulate pupils, common applications can be accessed without difficulty and web pages in the target language can be brought directly into the classroom.

Pupils increasingly use ICT to learn in different ways: from the ICT suite or home they can access materials created with authoring software and placed on the school network or VLE, they can use audio or video or digital photographs in creative work and research the Internet for useful material.

The beneficial impact of ICT on the learning of languages is appreciated by teachers. Action research undertaken by teachers confirms this as do other research studies. A downloadable PDF document of Research sources is available in the **Reflective practice** section of New Horizons on the pages of **Languages ICT**.

#### How to use the Languages ICT website

The pages of the **Languages ICT** website bring advice, guidance, case studies and valuable information to teachers of languages in all sectors. If you are working in Key Stage 3 take a look at the following sections:

**Transforming teaching, Transforming learning, New horizons:** valuable advice, guidance and information to help you develop ICT in teaching and learning. Much of the content is of interest and use beyond KS3.

If you are fairly new to using ICT or wish to expand your use of ICT in whole-class teaching, you will find advice, guidance and links to useful sites in **Transforming teaching**. Advice covers topics such as interactive whiteboards, the use of audio, video and digital photos and more.

If you are already using ICT a lot in your teaching but wish to develop its use to change the way pupils learn, go to **Transforming learning** which has sections on the ways technology can be used to improve language and learning skills and how ICT can be exploited to promote creativity and also to manage learning.

More advanced users of ICT can use **New horizons** where they will find advice on ways to share experience and expertise, advice on action research and considerations of what makes for effective innovative practice.

**ICT outlook:** an annual review of recent developments relating to ICT and languages and a survey of trends, upcoming events and other items of interest. Publication takes place in the spring term each year following the annual **BETT Educational Technology Show**.

**ICT in action:** in this section there are many KS3 examples including video case studies of

ICT in use in the languages classroom, summaries of digital video projects and ICT-based action research projects. The video case studies were funded by **Becta** in early 2008 and show how teachers and pupils use ICT to enhance teaching and learning. The case studies illustrate aspects of the new curriculum, such as promoting independent work, creativity and critical thinking and demonstrate a variety of teaching and learning approaches.

**Technology for languages:** downloadable advice sheets which offer good ideas for using a range of software and hardware; ideal if you have new software or hardware or have learned new ICT skills. Also available to download are a set of PDF documents outlining useful online resources. While aimed primarily at KS4 “hard to teach” topics, many can be adapted for use at KS3.

**Useful ICT ideas, effective language lessons:** a searchable database of ICT ideas, mainly but not solely aimed at KS3/4. Many ideas are suitable for adaptation at other Key Stages.

**ICT international:** lots of advice and links to help you use ICT to bring an international dimension to your classroom and develop intercultural awareness and understanding. If you want to set up a link to a partner school or create an international project with a school or schools abroad you will find these pages useful. Such projects lend themselves very well to the use of ICT, whether with email or more recent phenomena such as podcasts, blogs, and wikis. Of course, video conferencing, if your school is suitably equipped, brings pupils face-to-face with their peers abroad. ICT international is relevant to all Key Stages.

**Non-Roman scripts:** valuable advice and downloads on the best use of ICT for those teaching languages with non-Roman scripts such as Arabic, Chinese, and Urdu. A set of downloadable documents advise you on setting up your computer for working in a range of non-Roman script languages.

**Got a question:** find answers to your questions, no matter which Key Stage you work in.

### National Curriculum

The revised national curriculum in 2008 aims to transform learning, enabling schools to tailor learning more closely to pupils’ needs. The cross-curricular dimensions of the National Curriculum and its aims and focus on skills, factors to be taken into account by all teachers of all subjects, can be explored to advantage with ICT.

Guidance, advice and support can be found in many areas.

The QCA **National Curriculum** pages offer extensive advice on the new curriculum. Explore by Key Stage, take the video tour of the site, explore all aspects of the curriculum or focus in on subjects.

The QCA **Curriculum in Action** pages provide video case studies for modern languages demonstrating the new curriculum in practice. Imaginative use of ICT features in some case studies.

The **Revised Programme of Study: Modern Languages** (2008) lends itself in many ways to the use of ICT to meet the requirements, You can use the Internet to enable pupils to compare their ‘own experiences and perspectives with those of people in countries and communities where the target language is spoken.’; or use authoring software to help pupils develop their understanding of ‘the grammar of the target language and how to apply it.’ The Curriculum Opportunities section of the Revised Programme of Study makes specific reference to the use of ICT:

‘The curriculum should provide opportunities for pupils to.....use a range of resources, including ICT, for accessing and communicating information in the target language.’

Other curriculum opportunities lend themselves well to the use of ICT. The **Key themes** of

the Revised Programme of Study have a clear potential for development with ICT. There is to be a “greater emphasis on intercultural understanding” and creativity and independence are to be encouraged. The World Wide Web, email, video conferencing, blogs, and social networking sites can all be used to bring pupils into contact with their counterparts in other countries. Camcorders, digital cameras, mobile phones, and mp3 players are easy to use, and common amongst pupils: they all can be used to promote creativity and enable pupils to engage actively and independently in their own learning.

**ALL NSC:** Support pages for the new secondary curriculum from the Association for Language Learning: advice, planning tools, resources, and examples.

**QCA/CfBT:** Support for subject leaders: support materials include video clips, and case studies. There is also access to a forum for questions and comments.

### Other

The Key Stage 3 Framework for Languages can be downloaded as a PDF file from **Online Publications** at the **Teachernet** site. There is a short section in the Framework on ICT and MFL.

The **Key Stage 3 MFL Dissemination and Development Programme** (a partnership between CILT, DCSEF, National Strategies, and the Comenius Network) offers a programme of support for the development of the KS3 Framework for Modern Languages: begun in 2007, the programme is now in Phase 2. A key feature of the programme is the provision of e-learning modules, known as ‘nuggets’.

**MFL Interactive Resources** (nuggets). The resources comprise a series of short learning units or ‘nuggets’ covering aspects of the KS3 Framework. You may find the nugget on ICT particularly useful. It examines the ways in which ICT adds value to language teaching and learning and how learners develop their ICT capability while working with ICT in the context of languages. Detailed resources accompany each module and help you develop your understanding of the KS3 Framework.

*Lights, camera, action: Digital video in the languages classroom.* Available from **CILT books** this publication is an invaluable guide and resource for those using digital video with pupils. In the light of the new curriculum this book demonstrates how pupils can be engaged actively in learning in a creative and stimulating way.

CILT’s **Digital Video in the MFL Classroom** was an initiative from CILT, the National Centre for Languages, in collaboration with the **BBC 21CC** (21st Century Classroom), to promote innovation in language teaching. Using DfES funding for research and development in Specialist Language Colleges (including those with languages as a second specialism), the project was set up to explore the potential for introducing target language film-making into the languages curriculum, with the focus on pupils taking creative ownership of the film they are producing.

The **QCA Schemes of work** are a valuable resource demonstrating how the KS3 programme of study can be made more manageable. The schemes are non-statutory and do not advise specifically on the use of ICT. However, many of the activities can be exploited with common software and hardware.

### Where to look

CILT-ALL Languages ICT: [www.languages-ict.org.uk](http://www.languages-ict.org.uk)

CILT Digital Video in the MFL Classroom:  
[www.cilt.org.uk/languagecolleges/projects/digital\\_video.htm](http://www.cilt.org.uk/languagecolleges/projects/digital_video.htm)

CILT Books: [www.cilt.org.uk/books/index.htm](http://www.cilt.org.uk/books/index.htm)

National Curriculum (QCA): <http://curriculum.qca.org.uk/>

Curriculum in action (QCA):

<http://curriculum.qca.org.uk/key-stages-3-and-4/curriculum-in-action>

Revised Programme of Study (QCA): <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/modern-foreign-languages>

Key themes of the Revised Programme of Study (QCA):

[http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/modern-foreign-languages/New\\_opportunities\\_in\\_MFL.aspx](http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/modern-foreign-languages/New_opportunities_in_MFL.aspx)

Supporting the new secondary curriculum for languages (ALL): [www.all-nsc.org.uk/nsc](http://www.all-nsc.org.uk/nsc)

QCA/CfBT Support for subject leaders: [www.newsecondarycurriculum.org](http://www.newsecondarycurriculum.org)

Schemes of work (QCA): [www.standards.dfes.gov.uk/schemes3](http://www.standards.dfes.gov.uk/schemes3)

Key Stage 3 MFL Dissemination and Development Programme: [www.cilt.org.uk/ks3](http://www.cilt.org.uk/ks3)

MFL Interactive Resources (nuggets):

[www.nationalstrategiescpd.org.uk/course/view.php?id=6](http://www.nationalstrategiescpd.org.uk/course/view.php?id=6)

Key Stage 3 Framework at Teachernet - Online publications:

<http://publications.teachernet.gov.uk>

Teachernet: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Becta: <http://schools.becta.org.uk>

BETT: [www.bettshow.com](http://www.bettshow.com)

BBC 21CC: [www.bbc.co.uk/21cc](http://www.bbc.co.uk/21cc)