

languages ICT

ICT in the curriculum

Guidance for leaders and those responsible for developing and embedding ICT in languages

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As new technologies advance it is increasingly easy for teachers and pupils to use ICT in exciting and imaginative ways to transform the teaching and learning of languages. From the state-of-the-art digital language lab, to the laptop, data projector and screen in an ordinary classroom, many opportunities exist to use ICT creatively and effectively. Research indicates the positive effects of ICT for language teaching and learning and for those responsible for developing and embedding ICT in the languages department; the challenge is to know which software and hardware is available, how to make best use of it, how to ensure colleagues acquire appropriate skills, how to gauge progress and how to plan for continued change.

The guidance in this brief document is intended to help you in meeting all aspects of the ICT challenge as you plan, implement, monitor, develop and integrate effective practice with ICT in your school or department.

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 at all levels. For those planning and developing the use of ICT in languages across a department or school there is much of value, perhaps to use in departmental planning meetings, perhaps to use in training or perhaps to print and distribute amongst colleagues as a handy reference guide. The following sections may prove useful.

Transforming teaching: these pages may be of particular use when discussing ways of developing the use of ICT in teaching, whether creating resources from web pages, working with multimedia or enhancing presentations.

Transforming learning: this section of Languages ICT suggests ways in which ICT can be used to develop language skills, and to involve pupils more actively in their own learning. Topics discussed range from skills development to creative independent work and the challenge of managing learning.

New horizons: this section of Languages ICT highlights ways in which advanced or innovative users of ICT can share their experience and expertise with others. Notes on innovative practice outline considerations to be taken into account to ensure effective and appropriate use of ICT and the contexts within which ICT can transform teaching and learning. The guidance on reflective practice may be used as a start point for departmental focus on the ways in which practice can be continually improved with action research. This section also offers a download listing sources of research on the impact of ICT on the learning of languages.

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 video case studies of ICT in use in the languages classroom, summaries of digital video projects and ICT-based action research projects, all of which can be used as exemplars of what is achievable and perhaps as start points for new departures in the use of ICT in your school or department. You may find some projects particularly illustrative of approaches consistent with the new secondary curriculum (2008).

Technology for languages: downloadable advice sheets which offer good ideas for using a range of software and hardware: ideal if you have acquired new hardware or software in school or have learned new skills. The ideas in these documents range from those which could be used with very young learners to those suitable for more advanced pupils.

Useful ICT ideas, effective language lessons: a searchable database of ICT ideas, largely but not solely aimed at KS3/4.

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 languages with non-Roman scripts.

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. These pages are of great use for those wishing to set up partnerships with schools or other institutions abroad. Such projects can be enhanced with skilful use of technology, such as e-mail, video conferencing, podcasts, wikis or social networking sites.

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

Downloads: here you will find all downloadable items from Languages ICT.

Self-Review

The **Self-Review Framework**, an online toolkit from **Becta**, is designed primarily for whole-school review, but can be usefully adapted for use at departmental level. The process of review invites you to consider key elements related to the use of ICT: for example, you can assess the use of ICT in planning, its use for assessment, the pupils' learning experience with ICT, and the impact on pupil progress.

Research

Becta **Research** disseminates research findings on the impact of ICT in education. Its **Reports and publications** cover many themes of relevance. Its **archive** currently (2008) includes the valuable "What the research says" series. The series includes findings on digital video, Virtual Learning Environments, videoconferencing, and the use of ICT in modern foreign languages. See also the **Research sources** download from Languages ICT.

Training

CILT's **Comenius Network** supports language teaching and learning in the regions across all sectors of education. There are numerous CPD events annually and in each region there are collections of resources to view. The Comenius Network implements the activities of other CILT-coordinated networks, such as the Regional Support Groups (primary) and Strategic Learning Networks (KS3).

The **Specialist Schools and Academies Trust** (SSAT) offers a wide range of conferences and events which address a variety of themes and are designed to meet the needs of specific groups, including leaders, and classroom teachers.

The Practical Support Pack (Department for Children Schools and Families: DCSF), soon to be called Reach, offers online video case studies of language teachers exploiting ICT to enhance teaching and learning. Support materials, which can be downloaded, include lesson plans, classroom resources and practical advice.

Resources

The CILT **Library** offers a wide range of materials, including downloadable information sheets on all aspects of language teaching. You can also search the **CILT library catalogue**, by title or by using the Power search functions to bring up a list of software titles for your language. Enquiries and visits are welcome.

CILT has prepared a useful software evaluation checklist, which can be downloaded within Module 3.7 of the **ICT for Language Teachers (ICT4LT)** website, in which section you will also find detailed guidance on evaluating software.

Product reviews by teachers are available at software evaluation services, such as **Teachers Evaluating Electronic Media (TEEM)**, or **Schoolzone**.

BESA: You can search for suppliers of educational software for languages on the **British Educational Suppliers Association (BESA)** website. All suppliers listed adhere to the BESA code of practice.

At Languages ICT **Downloads** you can find a very useful paper (published 2005) from CILT and ALL called 'Setting up effective digital language laboratories and multimedia suites for MFL'.

CILT **books** include the Infotech series focusing on the use of ICT for modern languages. There are many other valuable publications, including *Lights, camera, action!: Digital video in the languages classroom* and *We have the technology!: Using ICT to enhance primary languages*.

Inclusion

Becta **Learning and Teaching** offers general guidance on the inclusive use of ICT.

For wider information on inclusion issues, visit the **Inclusion** website, where you can search for ICT-based and other teaching and learning materials for languages.

Special Educational Needs is a valuable website from David R Wilson whose special interests include the use of ICT for teaching languages to learners with special educational needs.

Other

The **ICT4LT** website is a free collection of training modules on all aspects of ICT for the teaching and learning of languages. The training modules are frequently revised and updated.

The Open School is a key recommendation of the Dearing Review. Open School aims to provide a virtual learning environment offering learners a wide range of innovative resources which can be accessed both in the classroom and as self study materials. The Open School project is at present (2008) subject to a tender process. The successful bidder is to provide both the innovative technology and the languages input.

Where to look

CILT-ALL Languages ICT: www.languages-ict.org.uk

CILT Library: www.cilt.org.uk/irs/index.htm

CILT Books: www.cilt.org.uk/books/index.htm

CILT Comenius Network: www.cilt.org.uk/comenius/index.htm

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

Becta Self-Review Framework: <http://schools.becta.org.uk/index.php?section=srf>

Becta Research: <http://partners.becta.org.uk/index.php?section=rh>

Becta Reports and publications: http://partners.becta.org.uk/index.php?section=rh&catcode=_re_rp_02

Becta Archive:

http://partners.becta.org.uk/index.php?section=rh&catcode=_re_rp_02_a

Becta Teaching and Learning: <http://schools.becta.org.uk/index.php?section=tl>

BESA: www.besonet.org.uk

SSAT: www.ssatrust.org.uk

Practical Support Pack: www.dcsf.gov.uk/psp

Inclusion: <http://inclusion.ngfl.gov.uk>

Special Educational Needs: www.specialeducationalneeds.com

ICT4LT: www.ict4lt.org/en/index.htm

TEEM: www.teem.org.uk

Schoolzone: www.schoolzone.co.uk/resources/evaluations/findeval.asp

BETT: www.bettshow.com