

languages ICT

Using ICT effectively at Key Stage 4

Teaching about the environment in French

Useful site: www.scienceacross.org (researched March 2008)

Science across the World enables teachers and students worldwide to exchange information in other languages on science topics.

Materials on the environment currently available in French are:

- Acid Rain
- Domestic Waste
- Global warming
- Keeping healthy
- What did you eat?

Every topic involves an exchange of findings and ideas between students. The way of working varies between topics.

In some topics the student pages and teacher guidance are downloadable as pdf or Word files and can be printed out. Students work through a series of tasks to gather the information they need in order to complete an Exchange Form. In these topics the Exchange Form is included in the downloadable files.

Other topics are available as web pages so that they can be studied online. The Student pages include selected web links which allow young people to use web sites to research the information needed to complete the Exchange Form. The Exchange Form for electronic topics can be found as a Word document in the part of the topic called 'Exchanging Information'.

Some topics are available both as on-line web pages and as downloadable files, offering a choice in the way of working.

Tips for language teachers are also available on the site.

For teaching and learning

To begin it is necessary to register the school and one or more teachers. It is then possible to exchange information with other schools around the world. Membership is free for 6 months after which schools pay a modest fee for lifetime membership, although some schools may not have to pay at all. Information is available on the site.

Teachers using the materials should look at them carefully in advance and prepare students for the vocabulary and structures they will encounter. Depending on the topic chosen, the students will need to gather information in the United Kingdom from their own family or community sources, conduct surveys, collect and display data and gather information from secondary sources. The results of the research could be used for extended written or oral work for the GCSE.

Materials received in the target language from other schools can be used on the interactive whiteboard to develop topic-specific language as well as wider use of tenses. Particularly useful materials from partners abroad could be used as a resource on the school network or VLE (Virtual Learning Environment) for access by other students both currently and in the future.

There are numerous ways in which participation in Science across the World can be used to advantage at KS4. Clearly, there is scope for cross-curricular collaboration with other departments. Furthermore, engaging with the target language in new ways but with relevance to GCSE studies can stimulate pupils and promote independent learning. Moreover, pupils have the chance to use the target language with their peers in a meaningful structured manner.

Exchanges of information need not be restricted to text documents. Why not use voice recordings, combined with digital photographs in slideshows or even short video clips?

Why this site was chosen

Environmental and healthy lifestyle topics are often hard to resource and deliver. This is because of the specialised vocabulary and scientific terminology involved in the foreign language. This site should help students overcome some of these challenges.

About the 'Using ICT effectively at Key Stage 4' series

www.languages-ict.org.uk/technology/ks4.htm

This series of advice sheets deals with the effective use of ICT at Key Stage 4 for teachers of modern languages. The series focuses on online resources characterised by their richness and potential for stimulating teaching and learning languages, particularly French, German and Spanish, at Key Stage 4. It is hoped that the suggestions and ideas put forward in the sheets will be of use to teachers of other languages.

The sites were chosen as useful resources for teachers dealing with topic areas which, for various reasons, may be classed as 'hard to teach' at Key Stage 4.

The sites chosen are not presented in any way by CILT, ALL or Becta as unique or comprehensive and no responsibility is taken for any changes which may take place subsequent to this research.

The sheets were researched and written by a small team of consultants working on behalf of CILT, the National Centre for Languages.

All advice and references in the series refer to content as found during the first quarter of 2008.

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