

languages ICT

Using ICT effectively at Key Stage 4

Teaching about house and home in German

Useful site: www.kaleidos.de (researched March 2008)

Kaleidoskop is designed to introduce Germany to foreign visitors. The content of the site covers topics as diverse as buying a travel ticket, explaining what a Schultüte is, a video of an Easter Egg hunt, German abbreviations, a visit to a doctor, a scanned handwritten letter from a teenager detailing daily routines and much more.

On this advice sheet just one of the reports in the section Menschen is used to explore the topic of Mein Zimmer. There are descriptions of the room of a girl called Veronica. The section Übung provides a skeleton of 17 questions that can be used to elicit information about someone's bedroom and also links to www.wdr.de where one can take a virtual tour of a variety of houses and flats, old and modern. Each room can be scanned 360° and each room contains 'hotspots' that either lead elsewhere or give additional information.

On the Forum a number of teenagers from around the world describe their bedrooms.

For teaching and learning

On the site there are four reports from Veronica, who can be found under Menschen. There is a link to her room, Mein Zimmer, which reveals much useful text, both for whole class exploitation and independent pupil investigation.

Students can work from the screen as a whole class activity, noting down words and phrases they would like to adopt. The teacher could use chunks of the text, or single lexical items to construct activities for the interactive whiteboard, perhaps with appropriate images, or could create interactive matching activities to be accessed as a whole class via the interactive whiteboard or independently in the ICT room. Alternatively, students could work from a print-out of the text, looking for language that could be adapted to their own needs.

While much of this text can be exploited on screen with the whole class, there is scope for students to work independently researching the Forum for additional relevant language which they could then use in creative work on a dream room or their own room in real life. Digital photos could be taken by students and used in presentations on the topic.

A very useful set of questions is provided at Mein Interview under Übung. These could be used in pair work, to produce an oral description of a room. This could be done by students working in pairs and could be recorded to practise pronunciation as well as language or could be a written task. The questions could also be used by the teacher for whole class teaching or electronic worksheets in activities where students have to match answers to questions, or match recorded answers to questions.

Under Übung there is also the link to virtual tours of various houses and flats. With its dynamic interactive features this would be ideal for use with the whole class on the interactive whiteboard or for students to explore as part of their research for creating a written or spoken piece about their ideal room.

Why this topic was chosen

Learning to describe a bedroom usually occurs quite early in KS3. Revisiting the same topic in KS4 needs good material to work from and this site will enable students to adopt a bolder approach to language, embellishing their descriptions with useful adjectives and phrases.

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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