

languages ICT

ICT in the curriculum

ICT and languages at 14–19

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Teachers continue to use and integrate ICT into teaching and learning in many ways and with students of all ages. 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 or college network or VLE, they can use audio or video or digital photographs in creative work and research the Internet for useful material. Learners can also use ICT to be in direct contact with their peers abroad, whether using e-mail, blogs, wikis, or social networking sites. In each case, from e-mail to social networking sites, students can share ideas and resources and develop a personalized and flexible approach to learning. Such an approach may be of particular value with 14–19 learners, whichever language learning route they are following.

How to use the Languages ICT website

The **Languages ICT** pages bring advice, guidance, case studies and valuable information to teachers of languages in all sectors. If you are working with students in the 14–19 age group 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, whatever your level of expertise in the use of ICT. Each section is designed to help all teachers, whatever phase they are working in, to progress in their use of ICT.

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**.

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 video case studies of ICT in use in the languages classroom, summaries of digital video projects and ICT-based action research projects. Some of the video-based case studies are with KS4 pupils and illustrate how ICT is used to

develop creativity and independence and change the ways students learn. Look in the Action Research downloadable project summaries for effective use of ICT at Key Stage 4 or for projects which could easily be adapted for use with 14–19 learners.

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. Also available to download are a set of PDF documents outlining useful online resources: these are aimed specifically at Key Stage 4 but will be of use for many learners in the 14–19 age group, whether on vocational courses or preparing for AS/A2. Topics covered include the world of work, modern Germany, modern France and current affairs in Spain.

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 with 14–19 learners.

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.

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 and may be of particular value with older students who can work more independently. Such projects can be enhanced with skilful use of technology, whether e-mail, blogs, podcasts, or wikis, which enable students to be in direct contact with their peers and share ideas, and resources.

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

Language learning at 14–19

There are many language learning routes available for students in the 14–19 age group, whether they are studying within a school, a sixth form college or a college of further education. A brief summary is given below. See CILT's 14–19 **Reshaping Languages** web pages for more details.

GCSE remains the main qualification at KS4 and for languages there are full and short courses as well as intensive and immersion courses. There is currently (2008) a GCSE course in Applied French which offers learners an opportunity to develop their French in specialised contexts such as business, leisure and tourism. This course features an online examination in reading and listening. The new (2008) conventional Edexcel GCSE also has online examinations.

Alternative accreditation is available for those not wishing to follow conventional language courses such as GCSE. This approach is suitable for those wishing to learn a language for social or vocational reasons. An increasing number of schools offer these courses. Many of these alternative courses have the potential for extensive use of ICT. Some schools delivering NVQ, for example, are now producing e-portfolios.

Post-GCSE: Students wishing to continue the study of a language beyond GCSE may follow the one-year AS GCE Advanced Subsidiary (AS) course. This may optionally be continued with the one-year A2 course. New AS and A2 specifications apply for first examination in 2009 and 2010 respectively. A small number of schools offer an International Baccalaureate (IB) diploma. There are also a range of alternative courses at level 3. These include the Certificate in Business Language Competence, NVQ units and the Institute of Linguists Certificate in Bilingual Skills.

Diplomas and work-related courses: Diplomas are new qualifications for 14–19 year olds which were implemented in 2008. They allow learners to gain knowledge and skills and gain hands-on practical experience in a sector that they are interested in. In addition to the occupation-related Diplomas, from 2011 a stand-alone Languages Diploma will be available. Schemes of work for the new Diplomas can be found on the CILT **Vocational Languages Resource Bank (VLRB)**.

Work-related language courses, common in Further Education, are being taught increasingly in schools.

Sources of information

14–19 Reshaping Languages (CILT): CILT's **14–19 Reshaping Languages** pages offer a vast array of useful information and guidance. The site brings you news of developments and events, and case studies to illustrate innovative practice. There are numerous downloadable video clips in its Media library, and detailed guidance to cover all language learning routes for this age group, as well as links to sites of interest.

The site is built around themes including Qualifications, ICT, Further Education, GCSE, Diplomas and work-related learning, Alternative accreditation, the Languages Ladder and more.

If you wish to explore the use of ICT in this age group, go to the ICT pages where background information on key themes is offered with an accompanying case study. Themes covered include the use of digital photographs, digital audio, digital video, the interactive whiteboard, blogs, podcasting, wikis, and social networking. Some of the downloadable video clips in the Media Library show teachers using ICT in their classrooms to improve the learning experience of students. New content is constantly being added to the site and you will find this highlighted on the home page.

QCA - 14–19 Learning: the QCA **14–19 Learning** pages provide detailed advice and guidance is available from the QCA (Qualifications and Curriculum Authority) for those working in 11-16 schools, Sixth Form Schools, and Colleges. You can also access detailed information on all current qualifications (2008) for this age group.

For examples of the use of ICT at 14–19 go to E-learning in the case studies available in each of the sector areas: 11-16 schools, Sixth Form Schools and Colleges. There are examples of a vocational course being provided on a virtual campus and the use of an intranet to support learning.

QCA - The Diploma: extensive coverage of the new **Diplomas** implemented from 2008, including a section dedicated to **languages in additional and specialist learning (ASL)**. Within the **Teaching and Learning** section of this advice there are case studies on the use of ICT.

DCSF - 14–19 education and skills: the Department for Children, Schools and Families (DCSF) **14–19 education and skills** pages provide plentiful advice on all aspects of 14–19 learning, covering Diplomas, and changes to GCSE and AS/A level.

Resources

CILT: Vocational Languages Resource Bank (VLRB): The **VLRB** is for all those involved in teaching vocational language courses. It offers a searchable database of resources which can be accessed using a range of search criteria including language, language skill and level (as in Entry Level, Level 1, 2 etc). You can also search for resources by vocational sector, which covers areas from advertising to sport. Resources are detailed and downloadable for you to use or adapt with your own students. In addition to resources there is advice on the

Languages Ladder and the National Language Standards and useful tips and links for those offering vocational courses

Languages ICT - Key Stage 4 resources: The **Key Stage 4 resources** pages deal with the effective use of ICT at Key Stage 4 and comprise downloadable advice sheets which detail online resources and provide practical advice on how ICT can be used to exploit the source material to best advantage. Topics covered are those commonly taught at Key Stage 4 and also themes such as teaching about modern Germany, teaching about modern France, teaching about the world of work in French, teaching about current affairs in Spanish, and teaching about Internet safety in German. Funding for this series was provided by **Becta** in early 2008.

Where to look

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

Key Stage 4 resources (Languages ICT): www.languages-ict.org.uk/technology/ks4.htm

14–19 Reshaping Languages (CILT): www.cilt.org.uk/14to19/index.htm

Vocational Languages Resource Bank (VLRB) CILT: www.vlr.org.uk

14–19 Learning (QCA):

www.qca.org.uk/14-19/qualifications/index_main-qualifications-gp.htm

The Diploma (QCA): www.qca.org.uk/qca_5396.aspx

Languages in additional and specialist learning (ASL): www.qca.org.uk/qca_18180.aspx

Teaching and Learning: www.qca.org.uk/qca_18377.aspx

14–19 Education and skills (DCSF): www.dcsf.gov.uk/14-19

Becta: www.becta.org.uk

BETT: www.bettshow.com