

languages ICT

ICT in the curriculum

ICT and languages at primary

Date of publication: September 2008

The centrepiece of the National Languages Strategy is that by 2010 each child at Key Stage 2 will learn a foreign language. This commitment builds upon the success of pilot work done by 19 Pathfinder Local Authorities to establish sustainable models for delivery of primary languages. There are many challenges implicit in the commitment to primary language provision and many models exist from collaboration with local secondary schools to using Foreign Language Assistants on a shared basis. In some schools, one teacher has responsibility for all language teaching while in others class teachers build on existing language skills. Support for Primary Languages from CILT, the National Centre for Languages, is available in many forms, from Regional Support Groups (RSGs) and the **ELL-Forum** (an online discussion forum), to the interactive website the **Primary Languages Training Zone** and training courses abroad. See below for details.

New technologies play an increasingly important part in the teaching and learning of languages at all levels. For those involved in delivering language learning at Key Stage 2, ICT presents many opportunities to enliven and enrich new language learning for children. The Internet can be used to bring other countries and cultures directly into children's lives: virtual trips can be made on the interactive whiteboard by the whole class to famous cities, supermarkets, holiday areas, famous department stores, and, of course, other schools which have a website. Sites can be visited which offer insights into the ways young children live in other countries, the television programmes they watch, the songs they sing and the toys they own. Teachers can create resources from images and text found on web pages and these can be used to develop an understanding of the new language: authoring software can be used in this respect to create imaginative and stimulating games which also deepen a child's mastery of language. For direct contact with children of their own age, email is an easy-to-use medium, while video conferencing really does bring young people face-to-face with learners of their own age in other countries. Children themselves can develop their oracy and literacy skills using ICT: common presentation software allows children to record their voice to slides which may be composed of text and digital photos taken by the children themselves. In short, ICT offers many possibilities to enrich the teaching and learning of languages and to meet the Learning Objectives of the Key Stage 2 Framework for Languages.

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 the teacher of primary languages there is much of value, perhaps as a stimulus to go further with ICT, perhaps as the source of good ideas that can be adapted successfully for younger children. The following sections may prove useful.

Transforming teaching: this section of Languages ICT is ideal for those wishing to explore or develop further their use of ICT in the classroom. Whether you are getting to grips with

interactive whiteboards or ways to use presentation software more effectively at Key Stage 2, perhaps with audio, video or digital photos, you will find lots of useful advice and links here.

Transforming learning: this section of Languages ICT suggests ways in which ICT can be used to develop language skills, and to involve children more actively in their own learning. You will find much that can be used to great effect at KS2, from advice on children using multimedia to ways in which ICT can be used to develop learning skills.

New horizons: this section of Languages ICT is aimed at those who are more advanced in their use of ICT and may wish to share their experience and expertise with others or consider more innovative use of ICT in the teaching and 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. While these projects exemplify practice at Key Stages 3 and 4 many of the ideas could be adapted for use in the KS2 classroom; see, for example, video case studies where children use digital photographs and audio to produce photo stories, or where they use Word and digital photographs to create printable comic strip stories about their daily routine.

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 more suitable for more advanced children. See, for example, the advice sheets on presentation software, authoring software or email communication.

Useful ICT ideas, effective language lessons: a searchable database of ICT ideas, mainly but not solely aimed at KS3/4. Many ideas can be adapted for the primary languages classroom.

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, plus downloadable PDF documents, 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 email, video conferencing or social networking via the Internet.

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

National Curriculum

While there is currently (2008) no statutory requirement to teach languages at Key Stages 1 and 2, ministers have accepted Lord Dearing's recommendation to make primary languages compulsory and it is envisaged that this will happen after the completion of the current primary curriculum review. Core documents to support primary languages are the KS2 Framework for Languages (2005 & 2007) and the QCA Schemes of Work for KS2 Languages (2007).

ICT can also be used to teach many of the Learning Objectives of the Key Stage 2 Framework for Languages, particularly in the Intercultural Understanding strand where technology such as video conferencing and blogging can be used to link directly with countries where the new language is spoken. The Internet and email are also effective ways of developing children's cultural awareness.

Resources can be created from web pages or with authoring software to develop literacy skills and deepen children's knowledge of language and how it works, and oracy can be developed with digital audio in presentations, podcasts or video.

Key Stage 2 Framework for Languages

Parts 1 and 2 of the Key Stage 2 Framework for Languages (2005) can be downloaded from the **DCSF Standards** site and Part 3 (2007) is available in PDF format from **NACELL: Official Documentation**. The Framework provides an opportunity for children to 'gain enjoyment and a sense of achievement', 'explore their own cultural identities and those of others', 'express themselves creatively in another language' and 'apply and develop their knowledge of language and language learning'.

Throughout the document there are references to the ways in which ICT can be used to teach the learning objectives: for example, in IU3.4 (Intercultural Understanding) it is suggested that children can make contact with the country where the language is spoken by sending an email to a partner school or looking at real-time Internet web cams. In fact, ICT is seen as a key element in the Primary Languages entitlement laid out early on in Part 2 of the Framework:

'It flourishes in a rich learning environment with high quality teaching, and ICT'

QCA Schemes of Work: Schemes of work for French, German and Spanish can be downloaded or ordered in hard copy from the QCA website, **New Key Stage 2 Scheme of Work for Languages**. A Teacher's Guide and Overview are also available.

Primary Languages Training Zone: CILT's **Primary Languages** website is an online toolkit to develop the teaching and learning of primary languages. The site aims to support the needs of three key audiences; teachers, leaders and trainers. There are numerous video clips in which you can see language teaching and learning in action or listen to interviews with teachers and leaders as they explore key issues ranging from methodology to progression to organisation or assessment. Each video example comes with a language file and a transcript to help teachers improve their confidence and language skills and a "think piece" to set out the context of the material, explore important issues and help develop practice. My Zone is a personal space where you can store materials from the website for use when planning lessons.

National Advisory Centre on Early Language Learning: **NACELL** currently (2008) offers advice, guidance and support on early language learning. There is advice on resources, both free and commercial, of use in primary languages, a Best Practice Guide, and a section of ideas for the classroom, which includes a "Getting started with ICT" section. Additionally, NACELL provides details on Regional Support Groups (RSGs) and a link to registration for the Early Language Learning forum (ELL-forum), which facilitates online discussion with fellow professionals.

Support

Primary Languages Direct, CILT's termly online ezine, features articles showcasing best practice and provides information on developments, resources and teaching ideas.

CILT's **Comenius Network** runs primary language events and CPD courses in the regions.

CILT organises **conferences and training courses** both in the United Kingdom and abroad.

CILT produces **information sheets** and **books** (notably the Young Pathfinder series) focused specifically on key issues related to primary languages.

Regional Support Groups are funded by the DCSF and coordinated by CILT, the National Centre for Languages in support of the National Languages Strategy.

ELL Forum: the Early Language Learning e-mail discussion forum (ell-forum) provides a space for online discussion, exchange of ideas and peer support.

Where to look

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

CILT Primary Languages Training Zone: www.primarylanguages.org.uk

CILT primary languages pages: www.cilt.org.uk/primary/training.htm

CILT Primary Languages Direct ezine: www.cilt.org.uk/primary/ezine.htm

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

CILT Conferences and events: www.cilt.org.uk/cpd/primary.htm

CILT Information sheets: www.cilt.org.uk/infos/cilt_infos.htm

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

NACELL: www.nacell.org.uk

ELL-forum: www.nacell.org.uk/networking/ell_forum.htm

National Curriculum: <http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/mfl>

Curriculum in action:

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

QCA New Key Stage 2 Schemes of Work for Languages: www.qca.org.uk/qca_11752.aspx

Teachernet - Online publications: <http://publications.teachernet.gov.uk>

Teachernet: www.teachernet.gov.uk

BETT: www.bettshow.com