



In this guide we share results and conclusions from the project

2013-1-ES1-COM13-73529

Authors

M^a Luz Ares Fandiño

Milagros Trigo Miranda

Carmen Fernández Morante

M^a Blanca Fraga Lago

Beatriz Cebreiro López

Celine Dwyer

Gemma Tuckwell

Linda la Velle

Jan Georgeson

Claudia Blandon

Jane Horrell

Improving Attitudes and Learning in a second Language through the increased Use of ICT- **IALICT**



Este obra está bajo una [licencia de Creative Commons Reconocimiento-NoComercial-SinObraDerivada 4.0 Internacional](https://creativecommons.org/licenses/by-nc-nd/4.0/).



IALICT

Improving Attitudes and Learning in a second Language through the increased Use of ICT

Table of Contents

1. OUTLINE OF PROJECT	2
1.1 INTRODUCTION	2
1.2 PROJECT BACKGROUND	4
LANGUAGE LEARNING POLICY IN GALICIA, SPAIN.	4
LANGUAGE LEARNING POLICY IN ENGLAND.....	8
1.3 FINDINGS FROM THE LITERATURE	9
SUMMARY OF BENEFITS OF IPADS AND OTHER TABLETS.	9
THE PADAGOGY WHEEL.....	10
1.5 PROJECT FEATURES	12
2. PROJECT ACTIVITIES	13
IPADS IN IVYBRIDGE COMMUNITY SCHOOL (IVYBRIDGE ACADEMY TRUST).....	13
IPADS AT CPI O CRUCE.....	15
SELF-ASSESSMENT.....	16
PEER ASSESSMENT /GROUP ASSESSMENT	16
3. PROJECT IMPACT	17
4. RESEARCH FINDINGS FROM PROJECT	18
BIBLIOGRAPHY	20
APPENDIX 1: QUESTIONS FOR REFLECTIVE INTERVIEWS	22
APPENDIX 2 CURRICULA FOR FOREIGN LANGUAGE IN GALICIA: YEAR 1 SECONDARY	23
APPENDIX 3. LESSON PROGRAMMING FOR KEY COMPETENCES: ‘THE FAMILY’ PROJECT	29
APPENDIX 4: ASSESSMENT TOOLS	33
APPENDIX 5: SELF ASSESSMENT RUBRICA	36
APPENDIX 6: PLANNING FOR MAKING A VIDEO USING IPADS WITH FAMILY NAMES	38
APPENDIX 7. SOME IDEAS FROM SPAIN TO SHARE	40
APPENDIX 8. SCHEME OF WORK AT IVYBRIDGE COMMUNITY COLLEGE	42
APPENDIX 9: IPAD USE AT IVYBRIDGE COMMUNITY COLLEGE	46

1. Outline of Project

1.1 Introduction

In the context of the EU Action Comenius Regio Project, our two-year project (2013-2015) involved two regions: Devon in the United Kingdom and Galicia, Spain.

The participating institutions have been:

In Galicia:

- Consellería de Cultura, Educación e Ordenación Universitaria
- CPI O Cruce- Cerceda, (Coruña)
- USC - University of Santiago de Compostela

In Devon:

- Devon County Council Education and Learning
- Ivybridge Community School (Ivybridge Academy Trust)
- Plymouth University



Over recent years there has been growing interest in both countries in ways to implement foreign language learning, particularly of English and Spanish. The consortium implemented proven methodologies, taking in account the Common European Framework of Reference for Languages and recent work on the e-Portfolio. This included the following considerations:

- ICT can help to design innovative Learning Environments and develop creative ways of implementing the curriculum.

- The integration of ICT into classrooms will benefit language teaching and learning.
- Galicia implements English as a first and a second language and National / regional governments are seeking to create more plurilingual schools (at present there are 256, mainly for primary). Students must study one third of the curricula in Galician, one third in Spanish and one third in English.
- Partners from Devon offer the opportunity to learn Spanish or French in line with National Curriculum requirements for primary and secondary aged pupils.

The project sought to address:

- Key competences: improving language learning; digital literacy; supporting other curriculum subjects through foreign language learning.
- The improvement of language learning opportunities for participating partners.
- Teachers' professional capacity and the development of training courses / materials for learning English/Spanish.
- Curriculum objectives and the creation of materials for learning in other subject areas (CLIL).
- Individual learning processes (collaboration, personalized/active learning).
- Innovation in methods of assessment, including e-Portfolio.
- Student motivation to learn another language.
- The impact of parental attitudes to learning another language.

Anticipated outcomes included:

- Learner-centred approaches and strategies based on active learning and/or collaborative learning
- Training courses / e-learning materials to teach English and Spanish and e-learning materials for teaching other subjects (CLIL).
- Approaches to enhance the European dimension of teacher training and development
- Assessment: implementation of the e-Portfolio
- Comparative study of student motivation to learn another language.
- Investigation into parental attitudes to learning another language.



Collaboration through the project will help the Spanish partners to develop training courses to teach English and produce CLIL e-learning materials for other subjects with the support of native English speakers. Spanish partners reciprocate with the production of e-learning materials to teach Spanish. These materials will be placed on a website and in a booklet with a CD so that they are available to any European school.

1.2 Project background

Language learning policy in Galicia, Spain.

In Galicia the Consellería de Cultura, Educación e O.U. is the Department of Education for Galicia and implements the curriculum in Primary and Secondary schools using the European Framework of Key Competences.

The Consellería has responsibility for educational provision in Galicia, including educational standards and teacher CPD, training and development. As part of its role, the organization works with school staff to implement regional initiatives in order to meet school improvement priorities and also to share and support innovation in teaching, learning and school leadership.

It has introduced a policy in 521 schools of one computer per child in years 5 and 6 (Primary – ages 10-12, 290 schools) and in years 1 and 2 (Secondary – ages 12-14, 314 schools). We have also introduced interactive whiteboards, besides the E-DIXGAL Plan which incorporates all supporting curricula materials through ICT, and its teacher CPD. Furthermore the government provides a whole theoretical framework for the training of professionals in the

development of good teaching practices directly linked to the implementation of key competences in the school curriculum (see Appendix 3).



One of the main aims of this CPD development is to implement and support foreign languages, one core regional initiative to meet school improvement. The Consellería de Cultura, Educación e O.U. (Department of Education for Galicia) has developed the *Foreign Language Learning Promotion Plan* that aims at improving student and teachers' foreign language competences. It is embedded in the current Galician education system and it is structured in a series of actions in the foreign language context which includes Adult Education and *Directives* for life long learning.

The *Plan* is a complement to the curricular school foreign language learning where schools start to teach foreign languages, usually English, in foundation stage education, for just one hour a week initially, divided into two periods. In year 1 and year 2 of primary school, students have two periods of an hour every week; in years 3, 4, 5 and 6 students have three periods of an hour each. In every secondary school, students have 3 hours a week of foreign language, mainly English.

At CPI O Cruce students are taught two hours of physical education and one hour of Art in English, making six hours a week in English.

The general objective of the Foreign Language Learning Plan is, on one hand, to allow students to become independent learners in a foreign language, with

the necessary listening and speaking communication competences when they finish their secondary education and, on the other, to provide teachers progressively with the methodological and communicative competences to prepare students to acquire the previous competence skills.

The *Plan* supports three main focus points: schools, students and teachers.

Regarding Schools, the main action lines are:

- ❖ Bilingual sections: a bilingual teaching of a non linguistic curricular subject in a foreign language through Galician or Spanish. This Content and Language Integrated Learning (CLIL) approach is implemented in Primary, Secondary and Vocational Training Education. This school year there has been 3. 223 bilingual sections in Galicia delivered in: German, French, English, Italian or Portuguese.
- ❖ The Plurilingual school network are schools which teach one third of the curricular subjects in Spanish, one third in Galician and one third in English. Students in the project of CPI O Cruce have two hours of Art in English and the same in Music. The CLIL approach is implemented in Primary and Secondary Education.

For the school year 2015-2016 there will be a Plurilingual 256-school network.



- ❖ Foreign language assistants provision: school support with native speakers is a must for CLIL teachers and foreign language teachers in Plurilingual schools, in bilingual sections and state-run language schools (EOI). There have been 408 language Assistants in Galician state schools in 2014-2015 for English, German, French, Chinese and Portuguese. They definitely mean an essential piece in students' improvement of oral skills in the foreign language. A more limited number of foreign "visiting teachers" have been in Galician schools.

❖ Escuelas Oficiales de Idiomas (EOI) are state-run language schools, a type of education institution where there is a minimum age requirement of 14. The Galician network is structured in 11 EOI and 28 smaller Sections where they may deliver 11 languages: German, Arabic, Chinese, Spanish, French, Galician, English, Italian, Japanese, Portuguese and Russian. 34.812 students have benefited in the current school year 2014-2015.

Students can choose from a variety of types of learning: face-to-face, distance learning (*That's English!*) Certification examinations according to the European Framework of Languages, or other courses: Teacher CPD, training for private sectors, Monographic courses, etc.

Regarding Students, the main strands are:

❖ The CUALE Action, which is extra language teaching in English or French, for Secondary and VET school students. Their studies end with the EOI examinations according to the European Framework of Languages. It is a school year round, free and non-compulsory activity. 28 schools and 1.331 students have taken part this school year.

❖ Student Education Programmes and camps where 682 students (secondary education and Bacharelate will have the opportunity of taking a one or a two-week course to master their knowledge of English in June-August 2015, and up to 1000 students, through an open call to schools, will take part in a week course in November-December 2015. Both activities are full-board and subsidized.

The national Ministry of Education also organises these courses between September – November and are offered to all the Autonomies in Spain.

Regarding Teachers, the main focus is

A strong, free teacher CPD and teacher in-service training is available. CPD with Itineraries through the PIALE Action, for foreign language specialists and non-specialist teachers, are in force. The PIALE offers 1-4 week length courses, according to modality and include training in Galicia (through the EOI school network) and stay in a foreign country. This school year the Consellería is offering 150 places: UK (45), Canada (65), Germany (5), France (25), and Portugal (10). All teachers must design didactic material for other teachers as an outcome.

The Consellería also takes the opportunity for promoting and taking part in international mobility programmes that enrich the cultural and linguistic knowledge of those teachers involved.

Language Learning policy in England

Following the introduction of the National Curriculum in 1990s, all children studied a Modern Foreign Language (MFL) in secondary school (Key Stages 3 and 4). During 2000s, however a new National Languages Strategy saw the end of Languages for All; compulsory MFL was removed at KS4, but a Framework for Languages introduced an entitlement to language learning in the second phase of primary school.

The National Curriculum was revised in 2007 and again 2014, and learning a foreign language is now compulsory in primary school for children aged 7-11. Schools can choose between a Modern Foreign Language (French, German, Italian, Spanish or Mandarin or an Ancient Foreign Language (Latin or Greek). All children are also still required to study a foreign language in Key Stage 3 (11- 14) in secondary schools, but do currently not have to take this forward for study at GCSE (General Certificate of Secondary Education) level, a qualification which is typically taken at age 16 years).

Ivybridge Community College policy in Languages

Students join Ivybridge Community College from over 60 different primary schools at the age of 11 having studied one Foreign Language (most often French, sometimes Spanish) to variety of levels.

In Year 7, their first year at the College, they have the option to study either French or Spanish as a second language. They then have 3 hours a week of this language in which the four skills of listening, reading, writing and speaking are taught and assessed regularly.

In Year 8, during their second year at the College, the most able students are given the opportunity to start a second foreign language with just one hour a week devoted to this new subject. The aim of this introduction is to provide a taster of what the language is like in order to encourage students to pursue it at GCSE.

At the end of Year 8, students can opt to study either both, one or none of their foreign languages for another 3 years to complete their GCSE qualification. For this qualification, again the same skills are taught, practised and tested. At the moment, 72% of our students in Year 9 choose to study an MFL.

The schemes of work on which lessons for every year group are based are written by the department of Modern Foreign Languages at the College and they are in line with the Government's National Curriculum.

The schemes include a variety of topics, vocabulary work, pronunciation practice and aspects of grammar. Topics at year 7 can include free time activities, family and pets, the weather, clothing and food and drink. See Appendix 8 for an example of a Year 7 scheme of work.

The aims of the department of MFL at Ivybridge Community College are listed below.

The MFL classroom should be a place where...

- All students are motivated and supported by their own and their teachers' high expectations of success.
- Ideas are shared, respect for others' opinions is paramount and everyone's contribution is valued.
- Feedback on written and spoken contributions and student assessment are accessible, meaningful, constructive and detailed.
- Students are able to explore ideas and make mistakes.
- Students have the highest standards of behaviour and feel safe.
- The quality of teaching creates stimulating and outstanding lessons that motivate, enthuse and encourage students to become independent learners and develop a responsible attitude to their work.
- All learning styles should be catered for through engaging lessons.
- As well as the proficiency in listening, reading, speaking and writing skills in the foreign language, English literacy skills are reinforced and students gain a greater awareness of their own native tongue.
- There is an ongoing dialogue with students and parents about students' work, achievements and next steps required to further progress.
- Confidence in using the language is nurtured.
- Achievements, both in attainment and effort, are celebrated and rewarded; students take pride in their work.
- Students' horizons are broadened and tolerance encouraged; understanding, interest, respect for and empathy with other nationalities and cultures are developed.

1.3 Findings from the Literature

Research studies show that language is acquired most successfully when it is learned for communication purposes in meaningful and significant social situations. Technology can offer real benefits here because of increased communicative potential, as well as the development of intercultural understanding, increased motivation and specific implications for language learning processes.

Summary of Benefits of iPads and other tablets.

'It appears that one-to-one Tablets offer a sense of inclusion that allows children, irrespective of socio-economic status or level of attainment, an opportunity to thrive through a new pedagogical model of pupil-led learning' (Clarke and Svanaes, 2012).

- Pedagogy: Tablets enhanced pedagogy by enabling teachers to adapt their teaching style to suit the needs of individual students and allowed

for innovative ways to learn. This was particularly beneficial for SEN students!

- Engagement: Tablets improved student, parent and teacher engagement with learning. In particular, parents engaged more with the school and their child's education!
- Independent Learning and Collaboration: Tablets were found to foster both independent learning and collaboration with teachers and other students. iPads enable students to be effective contributors.
- Results suggest that long term use of Tablets has a profound effect on pedagogy, and that pupils benefit from having access to content both at school and at home.
- Students, teachers and parents unanimously identified enjoyment and motivation as the most compelling benefits of the iPad

The Pedagogy Wheel

Allan Carrington, from the University of Adelaide has created a pedagogy wheel for iPads in education, licensed under a [Creative Commons Attribution 3.0 Unported License](#). The Pedagogy Wheel uses Bloom's Taxonomy and offers suggestions for 62 iPad apps. Bloom's taxonomy provides a framework to reminds teachers of the types of thinking that need to happen to support learning. The Pedagogy Wheel provides ideas about a variety of apps can support the different kinds of thinking and learning across Blooms categories:

- Create
- Remember/ understand
- Apply
- Analyse
- Evaluate

IT encourages learners and teachers think about how they are going to undertake the activities they want to and, because iPad and apps are not the only option open to the learners, the inner circles of the wheel can help those who don't have, can't use or don't want to use the iPad.



1.4 Project objectives.

The **Improving attitudes and learning in a second language through the increased use of ICT: IALICT** project had a number of broadly based objectives:

- To create opportunities for education authorities to cooperate with schools and universities in the two countries, in order to implement foreign language learning through the use of ICT and other innovative methods.
- To align school practice to European Key Competences, common European framework, with reference to languages and the use of e-portfolios.
- To promote co-operation in quality assurance in all sectors of education and training in the two participating regions; providing opportunities for trainees linked to the Professional Standards for Teachers at QTS level and working at Master's Level.
- To identify successful practices, including those from European projects (courses, podcasts, video-based products), and extract from them how they can be used to promote language learning.
- to develop a suitable infrastructure to support teachers to become familiar with teaching and learning methods, including learner-centred approaches.
- to develop and disseminate language learning materials, for example, educational materials for teaching foreign languages, methods and tools, new methods to assess competences in foreign languages (English and Spanish) according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
- to examine how electronic portfolios can provide added value to the student assessment process and positively impact on the professional development of teachers (draw valuable real-world lessons for deepening the use of ICT, including the portfolio approach, in future assessment processes)
- to increase engagement of the whole educational system in promoting language learning, by contributing to guidelines, pilots, transferability of experiences, research work, e-learning materials - in both countries.

1.5 Project features

The project made it possible for teachers to have opportunities to develop skills in e-learning and associated technology skills and communicate more effectively with their students in a foreign language” (Key competence 2). Speaking in the foreign languages is crucial to learning another language. To support this aspect of learning we developed innovative activities (WebQuests, iPads, making videos using Puppetpal2, Toontastic). Partners also sought to engage students in foreign language learning and develop their ability to communicate in foreign language, through activities in which they expressed their ideas about stories created using ICT. With Puppet Pals students were

able write imaginative dialogues and with Toontastic students created amusing stories.

2. Project activities

Education authority representatives, universities and schools shared information about educational systems regarding foreign languages in Devon and Galicia.

Lessons were planned in each school, carefully designed to fit in with the curricula in each country, and then lesson plans exchanged between schools, so that the English teachers taught a lesson planned in Galicia and the Galician teachers taught a lesson planned in Devon. These lessons were videoed, the videos exchanged and then staff took part in focus groups to reflect on differences and similarities in pedagogy between the two contexts.

In addition, Plymouth University designed questionnaires for pupils and parents to investigate feelings and opinions about learning languages in Plymouth and Galicia, and their response to using iPads. The questionnaires for pupils were administered at the beginning and then again at the end of the project

Plymouth University gave a presentation on CLIL at European level to project partners, noting that it is very frequently implemented in Spain, but much less so in the UK.

Plymouth University carried research using structured and narrative observations, video recording in the classroom and reflective interviews with staff (see Appendix 1) to investigate and compare pedagogy in the teaching systems in Devon and Spain

iPads in Ivybridge Community School (Ivybridge Academy Trust)

We have completed a range of projects and Appendix 9 presents an overview of how we used different apps. Below are two examples:

Working on 'Mi familia extraña'. Students downloaded pictures from Google of celebrities, created their 'strange family' and created a slideshow using the various pictures to introduce their family (aquí esta mi madre... mi padre... Se llama....) and give a brief description of them (physical characteristics and personality) using what they had learnt from topics covered in class. We did that using the app Pixntell.

Working on school subjects. Students were given five minutes to go around the school and take some pictures to illustrate five school subjects. They took pictures of classrooms, teachers who happened to be in the corridor, playing fields (to illustrate 'el deporte' for example). They then again created a small slideshow/ video (using Pixntell) and recorded themselves saying sentences like 'me encanta el español porque es divertido y la profesora es simpática'



After each project we carried out a quick quiz (using the 'Socrative' app) to assess the students' enjoyment, learning, and confidence. This has also added to the data collection to see if these interventions with the iPads are having any effects on any of those three factors.



iPads at CPI O Cruce

CPI O Cruce uses 1:1 (one tablet per pupil) in teaching and learning.

We bought 20 iPads in December 2013. First we used apps to learn languages, then we learned how to use Puppet Pals2, Toontastic, Story tale (see Appendix 6 and 7).

We noticed boys and girls liked using iPads very much; they are very engaged when they work with them and put great effort in writing good stories, performing and achieving the correct pronunciation.



Assessment plays an important role in the learning and teaching process for students and teachers.

Students get responsibility for their own learning and know at each stage of the task work what their teachers expect them to learn. To assess rubrics, group assessment and peer assessment are used. Teachers and students agree on the assessment criteria, they write it on the whiteboard assessment criteria and after evaluating the other group's work, they are to give feedback on the assessment provided.

Students do self assessment by reflecting in their diary about their own activity/work

1. What they have achieved
2. Difficulties encountered
3. What needs improving
4. Strengths

Examples of assessment include Rubrics, self-assessment, peer assessment, group assessment (see Appendices 4 and 5).

Self-assessment

Each student writes about

What have I learnt?

To search information on the Internet, build up sentences with present and past progressive, learnt to do videos, put voice in videos, put images in the videos and make an interview.

What were my difficulties?

Find out about a famous person, new vocabulary, pronunciation, cut the photos and put them correctly, not to laugh when we were recording, use the correct expressions.

What do I have to improve?

Pay attention to the pronunciation and try to do my best.

What are my strengths?

Speak fluently, use iPad programmes like Puppet Pals, Toontastic or make videos.

Motivation to learn English because I like to learn foreign languages.

Peer assessment /group assessment

Group assessment

Relevance of the personality/celebrity chosen

“In this video we can see relevant personalities like Picasso and Dalí but we have also worked with celebrities like Christiano Ronaldo. Personalities are more important because at the same time we learn foreign languages we get to know important painters like the ones in the video we have just seen”.

Quality of the dialogue

To write the dialogue we'll use well structured sentences integrating what we have learnt before including the vocabulary.

Pronunciation

We will pay attention to the pronunciation

Fluency in the dialogue

These type of activities are very motivating for students as when we work with iPads as they put a lot of effort in speaking fluently.

Presentation

We have to look at the personalities, we can use personality's faces but we have also to pay attention to the scenario. The quality of the video produced is also very important because they are improving ICT skills too.

3. Project impact

The project meets the priorities under the Europe 2020 strategy. iPads have a unique role to play in enhancing the use of ICT for learning foreign languages, which will help to students' mobility and enable them to acquire the essential competences for the European labour market.

Collaboration between Plymouth and Galicia has promoted implementation of the ET 2020 strategic objectives of enhancing the quality and performance of education systems as well as innovation in education. Modernisation of the education systems through technologies is one of the priorities for education. Spanish schools have adopted a policy of 1:1 (tablet-to-pupil) in the classroom for teaching, including foreign languages. Ivybridge Community College has purchased a trolley of 16 iPads to share within the MFL department. The ipads are used for paired work and encourage interactivity.

The project has supported the development of second language learning, CLIL methodology and e-Portfolio initiatives in Europe and also across participant institutions, regions and sectors.

As EU countries have different adoption rates of ICT in education and different assessment models, working in a partnership brings clear advantages to the project through exchange of knowledge and experience in addressing a common European problem.

Ongoing review of policy and practice has ensured that the project outcomes are relevant across both partner countries.

Observing the pilots through all stages of planning and implementation and understanding will help schools consider the issues with your own system and acquire knowledge from other schools in other partner countries.

The change will be that both countries will benefit from collaborative and innovative solutions coming out from experiences that are being carried out in different schools before, during and after the project life. The innovative resources will be tested and a pilot testing summary and conclusions will lead universities and decision makers to introduce systemic and sustainable changes in both regions and so contribute to European policy development

The project will also bring European added value through bringing together best practice, successful implementation strategies and critical success factors for policy makers and practitioners. - Both staff and students EXCHANGE EXPERIENCES through developing, promoting and disseminating educational best practices, including new teaching methods, materials and collaborative projects and using e-learning tools.

- Both staff and students gain EUROPEAN INSIGHT by working on joint projects with common goals through the design, making and evaluation of materials produced by the partner schools.

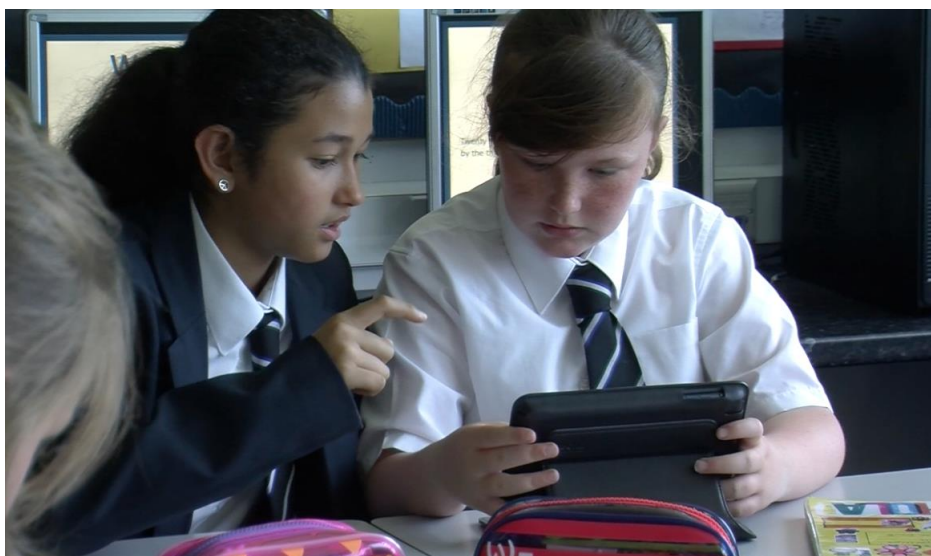
The project brings on board stakeholders from Educational Authorities, trainers and practitioner level, supported by research and technological partners (universities) who will provide their expert knowledge to the project.

The results of this project will be made available in English and Spanish. Additionally the products will be widely disseminated through various activities (conference, website, workshops, reports and leaflet with a CD) which can then be exploited by other countries and can be translated by other countries for their own use.

There is the possibility of the e-Portfolio being implemented on a large scale in both regions Galicia and Devon.

4. Research findings from project

The project has generated a large dataset both about pupils' attitudes to and motivation for learning a foreign language and about the benefits of iPads. Analysis is ongoing, but emerging findings from UK data suggest that boys find reading and writing less easy than girls do, while girls find speaking less easy than boys do. The overwhelming majority of Spanish pupils reported that speaking was the easiest and most enjoyable aspect of language. Most pupils thought iPads made all work easier and more enjoyable – but this was more so for boys than girls. Boys reported that by becoming involved in using apps on the iPads, they 'surprised themselves' about how they were using their second language spontaneously. Girls, on the other hand, found speaking into an iPad less embarrassing than speaking in front of the class.



Further analysis will investigate how well pupils understand the benefits of learning a second language and the connection between the 'focus' and 'effort', which pupils report are needed to learn another language. Other lines of analysis include pupils' understanding of exactly how iPads help with different aspects of language work, and whether using iPads in class make practice at

home more likely. Finally, the research team are carrying out further exploration of the 'Avatar effect' proposed by teachers from the Devon project school. Using apps like Puppet Pals to generate, animate and give voice to avatars seems to offer a combination of 'Tech distraction' and apparent privacy of speaking to a mobile device, as well as lessening the embarrassment of classmates hearing one's imperfect grammar or pronunciation.

Further findings from the project will be uploaded to the link below, as they become available.

<http://www1.plymouth.ac.uk/research/ihc/Pages/Current-Projects.aspx>

Bibliography

British Council: (no date) *The Education systems of England, Wales, Scotland & Northern Ireland*. Available at <https://eal.britishcouncil.org/eal-sector/education-systems-overview>

Burden, K., Hopkins, P., Male, T., Martin, D. and Trala, C. (2012) *iPad Scotland Evaluation*. Technology Enhanced Learning Group, Hull University.

Cenoz, J. (2013) Discussion: towards an educational perspective in CLIL language policy and pedagogical practice, *International Journal of Bilingual Education and Bilingualism*, 16:3, 389-394.

Clarke and Svanaes (2012) *One-to-one Tablets in Secondary Schools: An Evaluation Study; Stage 1: 2011- 2012*. London: Family, Kids and Youth.

Department for Education (2013) *Statutory Guidance: National curriculum England: languages programmes of study*. Available at <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge: Cambridge University Press.

European Commission (2010) *Communication From The Commission Europe 2020 A strategy for smart, sustainable and inclusive growth*. Available at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

Evans, M. and Fisher, L. (2009) *Language Learning at KS 3: The impact of the KS3 MFL Framework and changes to the curriculum of provision and practice*. University of Cambridge Faculty of Education.

Heinrich, P. *The iPad as a tool for education: A Study of the Introduction of ipads at Longfield Academy, Kent*. Nottingham: NAACE: The ICT Association.

Hunt, M. (2011) Learners' perceptions of their experiences of learning subject content through a foreign language, *Educational Review* 63: 365-378.

Mitchell, R., Myles, F., & Marsden, E. (2012). *Second language learning theories (3rd edition)*. London: Hodder Education.

Pérez-Cañado, M.L. (2012) CLIL research in Europe: past, present, and future, *International Journal of Bilingual Education and Bilingualism*, 15:3, 315-341.

Radcliffe, R. (2013) *Languages in primary schools: getting ready for 2014*. The Guardian. 15 May 2013.

Sylvén, L.K (2013) CLIL in Sweden – why does it not work? A metaperspective on CLIL across contexts in Europe, *International Journal of Bilingual Education and Bilingualism*, 16:3, 301-320.

Wade P., Marshall, H. and O'Donnell, S. (2009) *Primary Modern Foreign Languages Longitudinal Survey of Implementation of National Entitlement to Language Learning at KS2*. London. DCSF.

Appendix 1: Questions for reflective interviews

How do you think using iPads has changed the students learning according to the above attributes and capabilities?

The following pointers may help guide your feedback:

- How have styles of learning changed by using the iPads?
- Has the nature of the work the students produce changed?
- Have you noticed any changes toward language acquisition becoming more routine and automatised?
- How do the students respond to using the iPads? Do you see any changes in the way that they approach learning?

- Do you believe the use of the iPads helps the acquisition of skills as well as language?
- Has the use of the iPads led to more 'real life' learning?
- Have you noticed any changes in levels of motivation/ interest/ engagement in the students?
- Have the iPads affected the student's levels of enquiry?
- Have you noticed any changes in levels of autonomy/ confidence in the students?

- Which Apps have had the biggest influence? Is this the case for any particular groups of students?
- Have the iPads influenced peer and group working/ assessment?
- Have the iPads influenced any changes in teacher/ pupil/ peer communication regarding their learning?
- Have you noticed any shifts in your own approaches to teaching/ feedback/ assessment?

- Do you feel confident in your own knowledge of the iPad and Apps?
- Have you shared examples of good practice with other staff members? How? Has it fed into your own teaching?
- Have you noticed any drawbacks in using the iPads?
- Can you see opportunities for using a foreign language to teach other curricula content (for example, Geography)?
- Would you consider the above approach a viable alternative to formal language based lessons? Please explain your reasons.

Appendix 2 Curricula for Foreign Language in Galicia: Year 1 Secondary

1.1.1.1 Objectives

- Listen and understand general and specific oral communication in different situations, adopting an attitude of respect and cooperation with the speaker
- Communicate orally in everyday life situations with some level of autonomy.
- Read and understand different texts of appropriate level according to the abilities and interests of students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment.
- Write simple texts for various purposes on different topics using appropriate resources with cohesion and coherence.
- Use effectively the phonetic, lexical, and functional, structural basic components of the foreign language in real communication contexts.
- Develop autonomy in learning, reflecting on the own process of language acquisition by transferring to foreign languages communication skills and strategies learned in other languages..
- Find, select and present information orally and written in the foreign language using every means at their use, (libraries, TIC and learning strategies. etc).
- Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes.
- Show a receptive professional attitude and self-confidence in one's ability to learn and use a foreign language.
- Learn the most important cultural elements of the countries where the foreign language is spoken, relate cultural aspects of these countries with our own and reject negative stereotypes

1.1.1.2 Contents. Year one.

Part 1. Listening, speaking and talking.

- Understanding of simple and basic oral messages for classroom activities
- Understanding of simple texts recorded in different multimedia formats, connected to their interests and with support of images, sounds and mime.

Use basic strategies to understand spoken messages: anticipation of the general content of what is heard with the aid of verbal and non verbal language using prior knowledge of the given situation

- Memorizing brief oral significant productions (routines to initiate or sustain a conversation, giving the word, keeping the attention), of typical everyday situations.
- Producing spoken short messages, with logical structure and pronunciation that do not prevent communication (greetings, farewell situations, presentations, Birthdays, etc.)
- Participation in short simple controlled or spontaneous conversations or related simulations on personal experiences and interests in the classroom.
- Use of appropriate responses to questions requested by the teacher / colleagues / as in classroom activities
- Identification and progressive development of strategies to overcome communication breakdowns (such as demand for repetition and clarification among others), using verbal and non verbal classroom activities in pairs or groups.
- Consideration of the foreign language as an instrument to communicate and to approach people of other cultures.
- Positive rating on others and own speeches.
- Use strategies of interaction and cooperation in working with other people.
- Understanding the meaning of a text and to be able to reformulate it in our own language, as a mediation activity to help those who don't understand the foreign language.

Part 2. Reading and writing.

- Understanding of basic instructions to solve/ work out writing activities.
- Matching and identification of the spelling, pronunciation, phoneme and meaning from written models, pictures, words known and upcoming issues related to students in contextualized situations using different visual and computer resources.
- General understanding and identification of specific information on different types of simple authentic and adapted texts, (in paper and digital), on topics appropriate to their age and related to the content of other curriculum areas.
- Initiative and some autonomy to read texts appropriate to their age, interests and proficiency level.
- Using basic reading comprehension strategies: identifying the topic of a text using non- text elements and text, using prior knowledge on the subject, inferring meanings from the text, by comparing similar words or phrases with the languages they already know.

- Recognition of some of the features and conventions of written language and how it differs from oral language.
- Development of a guided writing, such as completing or modifying phrases and simple paragraphs.
- Composition of simple short texts, previously known in oral productions with basic elements of communicative intentions from models learnt using cohesion and various strategies such as planning, writing and revision of the text.
- Carefulness with the written text presentation on paper and digital format using the basic rules of spelling and punctuation and being aware of its importance in written communication.
- Positive assessment of other students' and own written texts, working collaboratively in production and exhibition of tests and integrating them into the classroom routines.
- Using different sources, on paper, digital media, to gather information and conduct individual and group tasks..
- Understand the meaning of a text and reformulate it into their own language as a mediation activity to help those who don't understand the foreign language.

Part 3. Content - Language knowledge.

- Identification of most common morphological elements we use in language like noun, verb, the adjective, adverb or preposition and basic connectors of addition, enumeration and order.
- Identification of the use of common expressions, of simple idioms and phrases and vocabulary related to specific contexts, daily routines and of the content of other curriculum areas.
- Identification of basic antonyms in common use.
- Use of structures and basic functions related to daily routines and predictable situations.
- Identification of phonemes of special difficulty.
- Recognition and production of basic patterns of rhythm, intonation and stress of words and phrases.
- Reflection on learning.
- Applications of basic strategies to organize, acquire, remember and use vocabulary.
- Progressive use of learning resources such as dictionaries, reference books, libraries and ICT.
- Guided reflection of the use and meaning of the appropriate grammatical forms according to their communication intention.
- Initiation in self evaluation skills and self-correction of oral and written productions of their own.

- Acceptance of error as part of the learning process and to develop a positive attitude towards overcoming that error.
- Organization of personal work strategies to advance in the learning process
- Interest in taking advantage of the opportunities of learning in and out of the classroom context.
- Active and cooperative taking part in activities, tasks and group work
- Confidence and initiative to communicate in writing in the foreign language

Part 4 4. Socio-cultural and intercultural awareness.

- Recognize and value the foreign language as a means of a communication tool in the classroom, or with people from other cultures.
- Identification of the main customs and typical lifestyle of the countries and cultures that speak the foreign language in terms of comparison with existing cultural patterns in Galicia, avoiding stereotypes.
- Using appropriate courtesies in social exchanges.
- Knowledge of some relevant historical and geographical lines of the countries that speak the foreign language, obtaining the information by various means, including libraries, the Internet and ICT.
- Concern and initiative in communicating with speakers or learners of the foreign language, using paper or digital media.
- Consider as a positive value the personal relationships with people from other cultures.

1.1.1.3 Assessment. Foreign language.

- Understand the general idea and more relevant information specific to oral messages, face to face or through media, on everyday matters when people speak slowly and clearly.

Through this approach we see the ability of students to understand the main idea of dialogues face to face or issued by audiovisual means, although the whole message may not fully understood. We will assess whether students identify the meaning of instructions, comments, questions and answers, short dialogues, descriptions and short stories on familiar topics using basic strategies of understanding of spoken messages.

- Communicate orally by participating in conversations on familiar topics or simulations which have been previously worked, using appropriate strategies to facilitate the communication and making an

understandable and appropriate speech according to the communication intention.

This criterion evaluates the ability to communicate orally participating in real or simulated conversations on familiar topics. These try essentially to present and answer questions, exchange ideas and information, share experiences on familiar topics in predictable situations using the language resources and strategies to ensure communication. The productions could be incorrect lexical, phonetic or morphosyntactically but this mustn't impede communication.

- Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum subjects.

Through these criteria we can appreciate the ability to understand different texts: instructions, descriptions and short stories, messages, questionnaires, by applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know. This criterion also evaluates the ability to read texts, on paper or digital support either to learn or to enjoy reading using the dictionary when needed.

- Write guided tests in different formats using structures, basic vocabulary and using simple spelling and punctuation.
- This criteria evaluates the competence to write notes, descriptions, electronic and postal correspondence messages. The texts will include common used words, simple sentences. The texts must include clear presentation on paper or digital format.
- In our own language compare everyday life aspects in the two countries, identifying key elements and avoiding stereotypes.

Through this criteria we try to evaluate the interest to know other cultures and if students are aware of the personal enrichment of getting to know other cultures.

- Reformulate in our own language the sense of oral or written texts, on topics previously worked in the classroom, as an activity to help those who don't understand the foreign language.
- Identify and use learning strategies to progress in the learning process.

This criteria evaluates if the student identifies and uses basic strategies that improves their learning process, such as the ability to get deeper assessing of their progress, reflect on their learning more and better, incorporate the acceptance of error as part of learning process, using different ways to store, memorize and review the vocabulary, correct use of the dictionary to identify the appropriate meaning to the context, use of libraries and ICT to collect, extend or revise aspects worked in the classroom, etc.

- Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use.
- With this criterion we try to assess the ability of students to use ICT as a tool for communication and learning in the classroom daily activities and personal relationships in a guided way. The communications will focus on family issues set and previously worked from models. We will also take into account the attitude towards the use of foreign language and the use of diverse languages as personal enrichment.

Appendix 3. Lesson programming for Key Competences: 'The Family' Project

Key competences	1	2	3	4	5	6
N1. Linguistic communicative competence.						
▪ 1. listen and speaking.	X					
– Understand and express ideas, feelings and needs						
– Understand and express ideas						
– Understand and express feelings and needs	X					
– Adapt speaking to different communicative situations	X					
– Use various forms of discourse in communication						
– Learn to speak and interact in different languages	X					
– Reflect on a general language learning through the comparison between the different languages that the student learn.	X					
▪ 2. Reading.						
– be able to do a good expressive reading	X					
– Understand what i you read	X					
– Enjoy reading	X					
– Conscious use of learning skills,	X					
– Use of foreign language as an instrument of universal information access						
▪ 3. Express ideas through written						
– Compose and submit properly written text.s	X					
– Write different types of texts.	X					
N2. Mathematical competence.						
▪ 1. Understand, organize and interpret information..						
– Identify mathematical elements in a particular situation.						
– Collect, present and interpret information about life situaci6ns	X					
– Analyze situaci6ns from mathematical point of view.						
N3. Competence on knowledge and interaction with the physical and natural world.						
▪ 1. Know, understand and apply basic						

Key competences	1	2	3	4	5	6
technological and scientific experiences and knowledge						
– Apply basic scientific and technological knowledge						
– Assess the adoption of a healthy lifestyle						
▪ 4. Know, understand and apply basic technological process						
– Use of own technological and scientific research procedures						
– Understand and assess the scientific and technological developments and their influence.						
▪ 5. Formulate and solve problems.						
– Formulate and solve life problems.						
– Meet some of the major problems of the world nowadays						
N4. Digital competence and information processing..						
▪ 1. Acquire digital competition.						
– Know and use computer systems..						
– Use internet.						
– Know and use basic programmes.						
▪ 2. Analyze and treat information.						
– Use various techniques and skills to access to information	X					
– Learn more frequent information media and languages.						
– Select and evaluate the information obtained	X					
– Transform information into knowledge						
– Perform tasks that require handling of students fontes of information in different languages, sources and linguistic models and pseudo processing and subsequent presentation						
– Creation of communicative contexts: chats, forums, email, blogs, etc.						
– - Use of different tools for managing digital information: CD, DVD, digital dictionaries						
N5. Social and civic Competence						
▪ 1. Provide social skills to live in society.						
– Be able to get knowledge about her or himself.						
– Promote good social relationship.						
– Access to the socio-cultural components under the use of that						

Key competences	1	2	3	4	5	6
language..						
– Show tolerance and respect for other cultures						
– Promote social positive attitudes such as cooperation through shared work	X					
– Collaborative work	X					
– To know and e interpretr the own country and e a socioeconomic conditions.						
– Understand and interpret the mainm historical events.						
N6. Cultural and artistic competence.						
▪ 1. Learn to appreciate and develop creativity.						
– Show CAPACITIES own initiative and ideas						
– Get habilities about the percepcion of tecnollogy art and culture creativity						
– Development of artistic and cultural competence of students through the presentation of linguistic models . He can learn to value them and find aesthetic pleasure in them.						
▪ 2. Know and use different artistic and technical lenguajes						
– Express themselves through various artistic and technical codes.						
– Facilitate access to cultural and artistic events and be able to value them.						
N7. Learning to learn competence						
▪ 1. Learn to know him/herself.						
– To acquire skills to develop their own intellectual abilities by themslves.	X					
– Get to know the characteristics of the process of individual and group learning.	X					
▪ 2. . Appreciate the effort and motivation..						
– Adopt positive attitude towards the own effort	X					
– To feel curiosity and lthe need to learni get the work well done.	X					
▪ 3. Acquire habits of intellectual work..						
– Know and use strategies and techniques of learning and intellectual work						
– Achieve and assess the regularity and consistency of daily work	X					
– Know the main strategies to improve attention and memory.	X					

Key competences	1	2	3	4	5	6
– Know and use different sources of information and resources..	X					
– Analyze and evaluate the errors in the process of personal learning.	X					
N8. Competence for autonomy and personal initiative.						
▪ 1. Be able to take decisions						
– Draw a workplan.	X					
– Recognize that knowledge of a foreign language will facilitate own autonomy and personal initiative and generates confidence and self esteem.	X					
– Develop the ability to manage own projects and initiatives through cooperative work, identifying the goals and needs, proposing objectives, planned actions and strategies to achieve them, looking for solutions to the difficulties.	X					
▪ 2. Be active entrepreneur						
– Show initiative and ideas.	X					
– Be able to adapt him/herself to new situations and new challenges personal, academic and in thier future work..	X					
– Integrate themselves into teamwork projects..	X					
– Cultivate a divergent, critical and origina thinkingl.	X					
▪ 3. Know how to develop projects.						
– Positive attitude towards cooperative project work in groups	X					
▪ 4. Access to knowledge of the labour market						
– Achieving academic and professional knowledge required for vocational development						
– Know the basic requirements and procedures to set up a small business plan						

Appendix 4: Assessment tools

Assessment tools	Subcriteria Assessment through each tool	Minimum required	% weight of the mark
<ul style="list-style-type: none"> ▪ TO1 oral comprehension 	<ul style="list-style-type: none"> – CA1.1 Understand the general idea and more relevant information specific to oral messages even though you may not understand the whole text. 	X	15%
	<ul style="list-style-type: none"> – CA1.2 Identify and interpret the meaning of short dialogues, descriptions on everyday life using basic skills meaningfully 		
	<ul style="list-style-type: none"> – CA2. Communicate orally by participating in conversations on familiar topics or simulations previously practised, using appropriate strategies to facilitate communication 		
	<ul style="list-style-type: none"> – CA3.1 Understand different texts: instructions, descriptions and short stories, messages, questionnaires, applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know 		
	<ul style="list-style-type: none"> – CA5.2 Use of the lexical forms in different communication contexts 		
	<ul style="list-style-type: none"> – CA5.3 Use of the grammatical forms according to their communication context 		
<ul style="list-style-type: none"> ▪ TO2 written comprehension and expression. 	<ul style="list-style-type: none"> – CA3.2 Read texts in digital or paper support in order to learn and enjoy reading, using the dictionary when necessary 	X	10%
<ul style="list-style-type: none"> ▪ TO4 learning to learn 	<ul style="list-style-type: none"> – CA7.1 Reflect on how we learn better on our own. 	X	5%
	<ul style="list-style-type: none"> – CA7.2 Mainstream acceptance of error as part of the learning process 		
	<ul style="list-style-type: none"> – CA7.3 Use different skills to store, memorize and review vocabulary 		
<ul style="list-style-type: none"> ▪ TO3 Use of ICT 	<ul style="list-style-type: none"> – CA81 Use of information and communication technology as a communication and learning tool. 	X	5%
<ul style="list-style-type: none"> ▪ PE1 written text 	<ul style="list-style-type: none"> – CA3.1 Understand different texts: instructions, descriptions and short stories, messages, questionnaires, by applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know. 	X	50%
	<ul style="list-style-type: none"> – CA5.2 Effective use of basic lexical of components of foreign language in real contexts of communication 		
	<ul style="list-style-type: none"> – CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication 		
	<ul style="list-style-type: none"> – CA4.1 Write texts with common words in simple sentences, using simple spelling and punctuation. 		
	<ul style="list-style-type: none"> – CA5.2 Effective use of basic lexical components of foreign language in real contexts of communication 		
	<ul style="list-style-type: none"> – CA5.3 Effective use of basic structural and functional components of foreign language in real contexts of communication 		
<ul style="list-style-type: none"> ▪ Final product 	<ul style="list-style-type: none"> – CA81 Use of information and communication 	X	10%

Assessment tools	Subcriteria Assessment through each tool	Minimun required	% weight of the mark
assessment	<p>technology as a communication and learning tool.</p> <ul style="list-style-type: none"> - CA5.2 Effective use of basic lexical components of the foreign language in real contexts of communication - CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication - CA4.1 1 Write texts with common words in simple sentences, using simple spelling and punctuation. - CA5.2 Effective use of basic lexical components of the foreign language in real contexts of communication - CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication 		
<ul style="list-style-type: none"> ▪ Auto AV-.portfolio 1. 	<ul style="list-style-type: none"> - CA1.1 IUnderstand the essential meanings in dialogues delivered face to face, through audiovisual means although the dialogues may not be totally understood. - CA1.2 Identify the meaning of instructions, short dialogues, descriptions, short tales on everyday life themes, using basic skills. - CA2.1 Participation in short simple conversations in the classroom : introduce a theme, ask and answer questions, exchange ideas and information, tell about an experience on every day life, etc. - CA3.1 Understand simple texts: short tales, applying basic skills basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know. - CA3.2 Read texts, paper ou digital, media to learn and enjoy reading, using the dictionary when necessary. - CA4.1 Write texts that contain commonly used words, simple sentences and basic connectors. - CA5.2 Effectively use of basic lexical components of foreign language in real contexts of communication. - CA5.3 Effective use of basic structural and functional components of foreign language in real contexts of communication - CA7.1 Reflect on how to learn more and better - CA7.2 Acceptance of error as part of the learning process - CA7.3 Use different ways to store, memorize and review vocabulary - CA81 Use ICT as a communication and learning tool 	X	5%
			total 100%

Assessment Distribution:

- Oral activities in the classroom 15%
- Written comprehension and expression 10 %
- Written tests 50%
- Use of ICT 5%
- Learning to learn 5%
- Project/Final product 10%
- Self evaluation 5%
- New assessment criteria can be added (in blue)

Appendix 5: Self assessment rubrica

	Initiation 1	Development 2	Improvement 3	Advanced 4	
Learning to learn	I don't feel positive about learning I don't like solving problems I can't use strategies to make my learning easier	I don't feel positive about learning I don't like solving problems When I find a difficult task I don't try to go on I'm able to use strategies to make my learning easier	I feel positive about learning I don't stop when I face difficulties I know about and can use strategies to make my learning easier	I feel positive about learning I enjoy solving problems I am able to connect and integrate different knowledge I am happy to learn from my mistakes I can devise effective learning strategies	
Critical Thinking	I don't think in a reasoned manner I listen to others, but and I'm not able to make my own decisions I don't recognize the weak points in a line of reasoning	I'm not able to argue in a reasoned manner and make own decisions I don't recognize the weak points in a line of reasoning	I'm able to argue in a reasoned manner but I'm not able to make own decisions I can follow a line of reasoning	I think in a reasoned manner I listen to others, but make my own decisions I recognize the weak points in a line of reasoning	
Creative Thinking	I can't generate a lot of appropriate ideas I can't recall information	Some evidence of creativity. I'm able to generate few appropriate ideas I am not able to	Evidence of creativity.I can generate some appropriate ideas I am able to recall some information related to our	Clear evidence of creativity.I can generate a lot of appropriate ideas quickly	

	related to our topic I am able to solve problems i	recall some information related to our topic I have difficulties to solve problems by searching for information, making comparisons and brainstorming	topic Sometimes I am able to find solutions to problems by searching for information.	and easily I am able to recall information related to our topic I am able to find solutions to problems by searching for information, making comparisons and brainstorming	
Team work	Poor cooperation in group. Most of the work was done by only one team member.	Good cooperation in group. Participation in the search has been unequal, as the contributions to the presentation	Very good cooperation in group. Most of the group participated both in the search as in the presentation	Excellent cooperation in group. All members in group did the same work.	
Presentation of the activity	Uninteresting and without creativity. Poor contents and images; missing organization	Presentation of the contents is not very clear; texts and images are required; missing organization.	Creative and interesting presentation. Good contents but more texts and images are required; good organization	Creative and interesting presentation. Good contents and adequate use of texts and images; very good organization	

Appendix 6: Planning for making a video using iPads with family names

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Timing (Sessions)
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity Results	Resources	Assessment Instruments	
<ul style="list-style-type: none"> A1. Make a video using iPads with family names Students write a dialogue and produce a video using puppetpals2. They have to practice the dialogue and when it is ready they build the scenario and record the sound. 	<ul style="list-style-type: none"> Tp1.1 Ask students to write a dialogue with a famous person or celebrity. Tp1.2 Provide students with the assessment criteria and discuss them with students.. TP 1.3 Review the students' tests and oral practice. Tp1.4 Support students' activities. Tp1.5 Review the final product 	<ul style="list-style-type: none"> Ta1.1 Students have to choose a personality/celebrity to write a dialogue. and produce a video <ul style="list-style-type: none"> - Students practice the dialogue. - Students create an scenario and record the conversation between tow personalities. - Students record and save the video - Students assess a video of another group 	<ul style="list-style-type: none"> A video that includes a dialogue among relevant personalities 	<ul style="list-style-type: none"> iPads and the app Puppet pals 	<ul style="list-style-type: none"> Through the active participation of students in producing their videos Assessing texts, oral production, scenarios. Instruments: <ul style="list-style-type: none"> TO1 text production Oral production Self eval AV- students write in the diary difficulties, strengths, etc. 	1h
		<ul style="list-style-type: none"> Ta1.2. Students agree on the assessment criteria with the teacher and they are written in the blackboard. 	<ul style="list-style-type: none"> Feed back to the group work made by other group 	<ul style="list-style-type: none"> Based on criteria agreed by the teacher and students 	<ul style="list-style-type: none"> Instruments: <ul style="list-style-type: none"> TO1 Observation group assessment Self eval -.portfolio 1. 	
		<ul style="list-style-type: none"> Ta1.3 Students in group assess other group work 			<ul style="list-style-type: none"> Instruments: <ul style="list-style-type: none"> TO2 written comprehension 	
<ul style="list-style-type: none"> A2. A little talk about family names students learn the family names using Saxon genitive <ul style="list-style-type: none"> - A Student asks and the other answers 	<ul style="list-style-type: none"> Tp2.1 The teacher conducts the the learning process. The teacher makes possible students learn by doing 	<ul style="list-style-type: none"> Ta2.11 Students prepare a Power Point presentation with family names and Saxon Genitive. A student leads the activity and other students answer the questions 	<ul style="list-style-type: none"> Oral activities using the white board 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Teacher' s observation Instruments: <ul style="list-style-type: none"> TO1 teachers observation 	½ h
<ul style="list-style-type: none"> A3. The tale "The enormous turnip" Students collaboratively repeat the tale that appears in the whiteboard. 	<ul style="list-style-type: none"> Tp3.1 The teacher promotes students' active role in working the tale. 	<ul style="list-style-type: none"> Ta3.1. students go on telling the tale . <ul style="list-style-type: none"> - they work vocabulary and oral expressions 	<ul style="list-style-type: none"> Memory and oral practical activities. 	<ul style="list-style-type: none"> Whiteboard 	<ul style="list-style-type: none"> Student rating Teacher rating 	½ h

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Timing (Sessions)
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity Results	Resources	Assessment Instruments	
Students work oral expressions and memory					<ul style="list-style-type: none"> Instruments: Teachers' notes 	
<ul style="list-style-type: none"> A4. Vocabulary Parts of the body <ul style="list-style-type: none"> Adjectives of description Adjectives of personality Describing people talking on the phone The vocabulary is learned through integrated readings: The tale "The enormous turnip" 	<ul style="list-style-type: none"> Tp4.1 The teacher proposes oral exercises Say the opposites Describe people 	<ul style="list-style-type: none"> Ta4.1. Taking part in oral exercises. <ul style="list-style-type: none"> Say the opposites. Describe celebrities. Take part in dialogues 	<ul style="list-style-type: none"> Work speaking activities 	<ul style="list-style-type: none"> White board. 	<ul style="list-style-type: none"> Active participation. Use vocabulary adequately Build up correct sentences Be careful with pronunciation. Instruments: <ul style="list-style-type: none"> TO1 Oral comprehension 	½ h
<ul style="list-style-type: none"> A5 How do surnames work in UK? <ul style="list-style-type: none"> Debate in how surnames work in UK 	<ul style="list-style-type: none"> The teacher introduces the topic and students give their solutions 	<ul style="list-style-type: none"> Students expose their own ideas about how surnames work in the UK 	<ul style="list-style-type: none"> A debate with students 	<ul style="list-style-type: none"> personal computers 	<ul style="list-style-type: none"> Active participation Instruments: <ul style="list-style-type: none"> Written texts 	½ h
<ul style="list-style-type: none"> English Royal family <ul style="list-style-type: none"> Each student chooses a Royal family member and writes about him or her Other students have to guess who it is. 	<ul style="list-style-type: none"> The teacher presents the Royal Family and asks students to write about on of its members 	<ul style="list-style-type: none"> Students with their personal computer write about one of the royal family members, they can search for information if needed. Students read their description and the class group tries to guess who it is 	<ul style="list-style-type: none"> A biography of a member of the Royal Family 	<ul style="list-style-type: none"> Personal computer and white board 	<ul style="list-style-type: none"> Active participation Instruments: <ul style="list-style-type: none"> Group assessment 	1h

Appendix 7. Some ideas from Spain to share
Some of the project lessons we have implemented.

Key stage 3 – years 7 & 8 http://www.proyectospiocruce.com/webcomeniusialict			
Topic area	Project/lesson title	Resources used	Extra details
Vocabulary, tale, English Royal family	Family names	Website, iPads , video white board	http://www.proyectospiocruce.com/webcomeniusialict/familynames/ Students review family names, they work on a tale, the English Royal Family and the grammar content “genitive case”.
Web quest	Music Magazine	Website	To write the Music magazine, students first visit the website "Traditional music instruments" and get information about the Middle Ages instruments, after in pairs they write an article about a Music group that uses traditional instruments. They focus on the group, their main songs and events where they have taken part. http://www.proyectospiocruce.com/webcomeniusialict/musicaespana/musicaes/index.htm
Web quest	The Camino to Santiago de Compostela	Website	Take a virtual tour to the Camino to Santiago de Compostela. Students programme a trip for the whole class. They make a multimedia brochure containing the programme, places they will be visiting. Besides they must calculate travel expenses for the group of 24 students and 2 teachers
Working with films	Life is beautiful	A film, different templates	Students do pre viewing activities, questionnaire about the film, add comments to the film expressing their personal opinion and they do language work.

Write stories	Various	Toontastic Storybird	Students write a a story in five acts (toontastic) Students write a tale using storybird
CLIL materials	Various	Word doc	Lesson Plan to work with CLIL
TV Interactive programme	Various	Video	Students in groups prepare an interview to a famous person. They prepare it and present it to the class. Two students do the interview in front of the class and the other members of the group are integrated in the class. First the interviewer asks the famous person several questions and later invites the public to carry on with more questions. We record it in video and we have our TV programme.
Assessment	Group Assessment	Padlet.com	Students in groups assess the other groups' work activities and write their comments

Appendix 8. Scheme of work at Ivybridge Community College

An example from Year 7

Yr 7 French	Resources	Topic	Language Content	Objectives	Activities	Further Opportunities
<p><u>Autumn 1</u></p> <p>Week 1</p> <p>Seat m/f and alphabetically</p>	<p>French Phonics Lesson 1</p>	<p>Phonics 1</p> <p>Introducing yourself</p>	<p>*Vowel sounds a, e, i, o, u</p> <p>*oi, au, ou, eu, ai, é, ez, et, er, ed</p> <p>*s'appeler</p> <p>*Numbers 1-10</p>	<p>*To be able to distinguish between the different vowel sounds</p> <p>* To be able to introduce yourself and ask someone else their name</p> <p>*To understand the concept of 6 parts to a verb</p> <p>*To recognise all 6 parts of s'appeler</p> <p>*To be able to count to 10</p>	<p>* Phonics mimes</p> <p>*French names role-plays</p> <p>*Poems to reinforce the different sounds</p> <p>*Cover exercise books with French related pictures</p> <p>*Actions for the different parts of a verb</p>	<p>*Start a list of words with common sound patterns</p>
<p>Week 2</p>	<p>French Phonics Lesson 2</p>	<p>Phonics 2</p> <p>Greetings</p>	<p>*en, in, on, an</p> <p>*ê, è, ille, u, tion</p> <p>*gn, qu, r</p>	<p>*To be able to pronounce the new sounds</p> <p>*To be able to greet a French</p>	<p>*Further mimes for new sounds</p> <p>*Mr Men characters to practise new sounds</p>	<p>*Bonjour song</p> <p>*French tongue twisters</p> <p>http://www.uebersetz</p>

			<ul style="list-style-type: none"> *Greetings and pleasantries *Numbers 11-20 	<p>person, ask them how they are and respond to questions</p> <ul style="list-style-type: none"> *To be able to count to 20 	<ul style="list-style-type: none"> *Phonics 'tennis' *Mini presentations *Simple maths games 	ung.at/twister/fr.htm
Week 3	Classroom instructions	Target Language	<ul style="list-style-type: none"> *Classroom instructions *Classroom language 	<ul style="list-style-type: none"> *To be able to follow classroom language instructions *To recognise the imperative endings and pronounce correctly *To be able to ask typical classroom language questions and use TL for everyday classroom scenarios 	<ul style="list-style-type: none"> *Jacques a dit... *Card sorts *TL 'detectives' 	<ul style="list-style-type: none"> *Give students their own personal instruction and use them to give whole class instructions eg. John says 'regardez le tableau', Sarah says 'écrivez la date' gradually give out more instructions
Week 4 1 st extended	Mes Affaires Avoir to Pink	Classroom	<ul style="list-style-type: none"> *Classroom objects *Pencil case 	<ul style="list-style-type: none"> * To be able to name and correctly 	<ul style="list-style-type: none"> *'Avoir' to Pink Panther theme tune *Colours with typical French 	Start a Yr 7 display with frequent mistakes with

<p>write 'Qu'est-ce qu'il y a dans ton sac?'</p> <p>(Levels 1-3)</p>	<p>Panther</p>		<p>items</p> <p>*Colours</p>	<p>pronounce classroom objects and understand the concept of gender</p> <p>*To understand that word order is often different in French</p> <p>*To show an understanding of adjectival agreements</p> <p>*To recognise all parts of 'avoir'</p> <p>*To be able to say which classroom items they do and don't have</p>	<p>objects/places eg jaune comme le maillot jaune</p> <p>*Range of strategies for copying down vocab eg. different colours for m/f nouns, alphabetical order, hardest-easiest</p> <p>*fly swat game</p> <p>*'Rainbow' song</p>	<p>corrections</p>
<p>Week 5</p> <p>Complete half term review</p>	<p>Spelling Bee Intro</p>	<p>Alphabet</p> <p>Spelling Bee launch</p>	<p>*French alphabet</p>	<p>*To be able to differentiate between phonics and the alphabet</p> <p>*To be able to spell their name</p>	<p>*A-Z with all things French</p> <p>A=Arc de Triomphe</p> <p>*Spelling names of famous French people</p>	

				and nouns learnt so far		
<p>Week 6/7</p> <p>Phonics assessment</p> <p>Yr 7 French Phonics Test</p>	Resources to follow	French story 'Au Monstre'		<ul style="list-style-type: none"> *To be able to read authentic French texts correctly *To improve confidence in reading aloud *To introduce students to authentic texts *To be able to use a FL dictionary confidently 	<ul style="list-style-type: none"> *Matching of rhyming words *Learning a line each *Reciting story as a whole class *Card match activities 	<ul style="list-style-type: none"> *Spotting patterns in language eg –tion words *Students to perform the text as a piece of drama *Students to illustrate their own version of the story

Appendix 9: IPad use at Ivybridge Community College

Topic area	Project title	Apps / websites used	Extra details
Self and family, including :- Age, family members, pets and physical descriptions	My imaginary family	Yakit kids	Creative task, students to pick 5 or 6 objects in the classroom (revision of classroom language) and animate them to turn them into family members. Then make them speak giving a short description of each member of the family.
	My imaginary family	Adobe Voice (favourite) Or Pixntell	Students required to save 5 or 6 photos of celebrities from Google to camera roll before starting the description of each of the members of your imaginary family.
School subjects and opinions Time	School subjects	Adobe Voice or Imovie	Students required to walk around the school for 10 minutes to take 5 or 6 photos of something that will represent each subject they walk to talk about. They can then record their opinion of each subject and edit their project in the classroom
Clothes	My ideal uniform	Puppet Pals HD	Students to create their own ideal uniform and speak through it as items of clothing appear on the stage (photos
	Fashion show	Puppet Pals HD Or imovie	Students can either take photos of themselves wearing the items of

		Popplet lite	clothing they have brought into school with them and then animate their own picture on Puppet Pals HD. Or they can do a straight forward video with imovie. Popplet is used to write the script in advance
School routine	End of term Project on school (inter class competition)	imovie	Film about your school revising all different aspects studied in the school unit.
Sports and hobbies	My normal weekend	Adobe voice or imovie	Students required to save 5 or 6 photos of sports / hobbies from Google to camera roll before starting the description of each of their favourite hobbies
	My last weekend	Photocard	Students to design a postcard about their last holiday
Weather	My own weather forecast	Imovie Explain everything	Students create their own forecast. Differentiated task: the most able will be able to add phrases about hobbies which you can do in different types of weather.
Holidays	Destination brochure	Book creator	Students can also include sound and recorded spoken pieces.
	My last holiday	Strip design	Students to create MTV style cribs about famous people's houses.
House and home	Cribs	Tellegami	Focuses on writing more.

End of year assessments		Voice recorder pro	Students work in pairs: one asks the set questions and the other one answers.
General Grammar points	Present tense of irregular verbs. Past tense etc...	Show me Explain everything	Students to create MTV style cribs about famous people's houses.
General Brainstorm sessions (any topics)	Eg. Think of as many adjectives as you can to describe your local area	Padlet.com	Students work in pairs: one asks the set questions and the other one answers.
Transactional language	Arranging to go out and travel plans	Toontastic	Students to act their own pre-scripted (or not) role play
	My pocket money	Toontastic	As above.
General starter	Applicable to various topics	Wordsalad	Wordle type exercises.