Teaching English as a Foreign Language to Multimedia Young Learners: What Impacts Does it Have in Teaching?

Michele Schwertner (mschwertner@hotmail.com)
Tatiana Canto de Carvalho (tatticanto@terra.com.br)
“The technology allows language instructors to function in new roles, designer, coach, guide, mentor facilitator. At the same time the students are able to be more engaged in the learning process as active learners, team builders, collaborators, and discoverers.” (Kelm, 1996:27)
What Impacts does it Have in Teaching?
The computer and the Internet have revolutionized the balance between the power of the adults and the status of children. The loss of authority on the part of the adults on the one hand and the new power held by children on the other, is ever changing the adult-child relationship in schools and at homes. This reversal of roles and Power Shift presents us with a probortunity i.e.; a problem which is really an opportunity:

* to re-define the purpose of education
* to rethink our pedagogical beliefs and concepts; to reassess the theories we base our work on and whether they are appropriate to the Information Age.
* to let our highly digital learners guide us as to how to take advantage of the unique features of the computer to further develop and create new learning modes and environments.
* to re-examine our criteria as to who "a good learner" is
* to create new criteria for quality and excellence of work in a digital, highly-connected environment
* to develop new ways to use the new technologies in order to foster and advance our thinking processes.

(Edna Aphek - Digital, Highly Connected Children: Implications for education)
• Children need modelling/demonstration. Guided activities work much better for them. When they are familiar with the task and site, teachers can propose ‘free practice’ activities, such as blogging, e-mailing, chatting, etc. Teachers need to explain to them what they need to do.

• Teachers must propose very specific, clear and objective questions/tasks as children are not able to deal with abstract concepts and usually haven’t developed a great amount of language. Guide them to information. Limit options. Use checking questions.
• Sites must be attractive, interactive and ‘kid-user’/ friendly-user.

• Teachers must be very supportive since children will need it a lot. Circulate and help.
Some Ideas

• If working on the internet, create posters with tips and definitions.
• Look for sites that load quickly.
• Teach them to work on the media you are using.
• Be sure the site is safe and content/age appropriate.
CD ROMs

- **Tell Me More Kids**: around the world/around the town
- Books’ CD-ROM. For instance: **Smile Town** (Macmillan) and **English Adventure** (Pearson Longman)
- **Phonics Quest** (Disney)
- **Magic English** (Disney)
- **Winnie the Pooh - kindergarten** (Disney)
- **Kids! Inglês** (Syracuse Language)
- **My Family and Me** (AnaSoft and Compedia)
- **Cookie and Friends A and B** (Oxford)
- Coleção revista CD-ROM criança:
  - **Winnie the Pooh - Aprendendo Inglês**: ABCs Letras/Numbers/Spelling
Computer Tools:

PowerPoint:

- **To present content (flashcards)**
- **To tell stories**
- **To show the results of a specific work (outcome)**
Electronic Portfolios:

• They don’t take lots of space.
• They are easy to modify.
• They last longer.
• They are more attractive.
• Parents can see their children’s development.
MovieMaker:
• To edit films recorded in class
The Internet as a Resource for Teachers

- http://www.atozteacherstuff.com/
- http://www.abcteach.com/
- http://123child.com/
- http://www.enchantedlearning.com/Home.html
- http://www.eslprintables.com
- http://www.genkienglish.net/letslearnenglish.htm
- http://www.britishcouncil.org/kids.htm (flashcards, activities)
- http://www.learnenglish.org.uk/kids/ (flashcards, activities)
- http://bogglesworldesl.com/cards.htm (a collection of cards ready to be used)
- http://bogglesworldesl.com/clothesbingo.htm (bingo card generator)
The Internet as a Resource to be Used with Students

- http://pbskids.org/
- http://www.genkienglish.net/letslearnenglish.htm (books, videos, songs)
- http://www.britishcouncil.org/kids.htm
- http://www.learnenglish.org.uk/kids/
- http://www.makebeliefscomix.com:80/Comix/ (create your own comic strip)
- http://www.eslprintables.com (online activities)
- http://www.youtube.com
- http://www.totlol.com (videos for children)
- http://www.wikihow.com/Dance (they learn how to do something)
- http://en.wikipedia.org/wiki/The_Beatles (Beatles activity)
E-mails/ E-pals:

“This is a good opportunity to practice English but it is also an opportunity to learn about other cultures and to share one’s own culture. It is fun for students, and it is a way that they can use the English that they are learning to actually communicate. Students get excited when they receive replies to their messages, and that motivates them to study English harder.” (Kitao and Kitao, 1996:1)

- E-mails allow children time to formulate ideas and reflect about the target language. Then teachers may assure they will have the time needed to develop the task.
References about the Topic:


