



GUIDE ADDRESSED TO EDUCATORS
ON HOW TO USE THE WEB BASED OER
FOR PROMOTING BI-LINGUAL
EDUCATION AT THE KINDERGARTEN



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INTRODUCTION

Learning a new language is an enormously different experience for everyone no matter how old they are. However, children have the most to gain from this wonderful experience and the quickness with which they pick up their mother tongue is unbelievable. As the children grow, parents can share in the experience of how much fun they have saying new words they hear, as well as when they invent new ones, all while having huge smiles on their faces.

More than 50% of Europeans are either bilingual or live in an environment where they are confronted with two or more languages, especially people living in border regions, migrants and people whose parents speak a language other than the national language.

Language acquisition and language enhancement are becoming more and more important for an intercultural dialogue within our society and also for increasing employment opportunities of individuals.

As children are especially receptive to learning languages at an early age, linguistic competences and multilingual education should be implemented in Europe's kindergartens.

Children with migrational or ethnic backgrounds often have problems in both their first and second languages. Educators in pre-school, and subsequently in school, often have difficulties providing the necessary educational assistance to these children.

Therefore, this project mainly addresses the educators in preschool institutions, as well as bilingual/multilingual children and their parents.

“The term ‘**Open Education Resources**’ (OER) was first adopted at UNESCO’s 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries” funded by the Hewlett Foundation.



Open Education Resources (OER) are the materials offered freely and openly for educators, students and self-learners, shortly for everyone, to use for both teaching and learning and are found mainly online.

Thanks to the internet, it is possible to access 24/7 a large array of OER that can be used for the bilingual education of children. These are training materials expressly developed for bilingual education and can be found on e-books, videos, Apps and other specific software.

According to these priorities, this project will develop a methodology and the tools for helping educators and parents use web based OER for bilingual education in preschool.

Before reading this guide, you may ask yourself if bilingual education is a must.

As foreign language teachers we observe that bilingual children have better awareness of language differences and are better at learning new languages. Moreover, they have important advantages in intelligence and cognitive growth (Sampath, 2005; Lindholm-Leary, 2005). Bilingual children are mentally flexible and they are superior in concept formation and diverse mental abilities. Bilinguals demonstrate better abilities in verbal tasks, verbal creativity, consciousness of arbitrariness of language, relationship between words, referent and meaning and perception of linguistic ambiguity. They achieve better in regards to complex syntactic structures, native language composition and syntax.

Classroom teachers observe the students' linguistic awareness towards both languages. These teachers say that the students gain the capability of distinguishing between the different forms of languages.

Most European schools have a diversity of students coming together from different countries. These children play an important role in one another's academic achievement.



In teaching the second foreign language, perceptive abilities, motive skills and both mental and social development of the children may differ.

The teacher should be aware that children with different abilities and cultures may make the language they learn through games and pleasant activities permanent by liking and socializing with it. Children will speed up their foreign language learning skills by practicing with their classmates from foreign cultures.

When using OER, the teacher of very-young learners should choose the level suitable for each student and the OER that he or she wants the students to use. They can understand this by using in their class and encouraging the students to use it at home. As we all know the more they use the language the more they learn it.

The teacher in a multilingual and multicultural classroom should:

- Have diversity as a resource for everybody
- Be aware of the different communication rules, behaviours, verbal and non verbal codes that may belong to the various cultures. She should make them explicit in order to avoid misunderstandings and communication problems.
- Explain the cultural differences in the classroom to all pupils in order to avoid conflicts.
- Be able to mediate and manage conflicts if they arise.
- Help students relate what they know about themselves and their own culture to the new knowledge they will acquire in the multicultural classroom.
- Make extensive use of non- verbal language.
- Know the importance of the contribution of every single student in the classroom.
- Promote activities based on music, drawing and movement.



- Revise the pre-learnt subjects in order to make them be permanent.

**MultiLingual Societies and Intercultural Education,*

www.dyscovery_research.southwales.ac.uk/media/filesdocuments/

2014_01_16/module_1.pdf

[*https://en.wikipedia.org/wiki/Open_educational_resources](https://en.wikipedia.org/wiki/Open_educational_resources)

*Sühendan Er and İ. Hakkı Mirici / Procedia - Social and Behavioral Sciences
199 (2015) 363 – 367

1. HOW TO PROMOTE BILINGUALISM/MULTILINGUISM IN KINDERGARTEN

Teaching a foreign language to children at early ages should not be treated like a lesson, but rather like a play. A second language should be taught to children as if it was a part of their natural lives. This may be achieved combining the lesson with dramas, plays, dialogues and songs, thus making it more pleasant and catchier. According to those scientists searching for what may be stored in memory best and most easily during learning a language, names, numbers, poems and songs occupy the first places. Use should be made of available technological possibilities in language learning of children so that they may establish parallelisms with their native language. Applications such as videos, tapes and smart boards in the language taught are based on seeing and hearing and may lead to more permanent learning in children. It will be made more permanent to consolidate what a child has learned through games played and activities performed. For instance, a child who learns the colours may easily use the second language he learns by saying the colours of things in the house, just as in the language he learns in his everyday life at home.

As the writing skill of children four, five and six years of age has not yet developed, they are given the ability to be able to use the foreign language they learn in their everyday life. Children of these ages are encouraged to complete exercises such as combining the points, painting and matching.

By the time children start attending elementary school, they should have gained the reading and writing skills in the foreign language they have learned and



not only in their native language alone. Some children have difficulties in doing this while some others do it easily. A child who has problems in reading skill may possibly have difficulty in his writing skill as well. Those children who can understand and speak the foreign language, but could not write it and often confuse the words while writing, should not be considered to learn the language.

Literacy education is the conscious process of language acquisition. Language development in preschool period serves as a bridging function to develop reading skills.

As an example, children exposed to narrative activities as listeners improve their audio/visual senses simultaneously as well.

Such narrative activities allow children to enhance their listening skills, memory development; to use language accurately and appropriately and to adopt a positive attitude towards reading skills.

Picture story books play a crucial role in children's understanding of writing functions and learning the use of writing. By matching depicted objects, situations and plots with pictures, children find opportunities to explore not only the meanings of words but the meaning and sound relations between words as well.

There is a close relation between literacy skills and mastering a language. Due to the positive correlation between literacy achievement and listening capacity, children should reach a certain level of understanding spoken languages in terms of literacy achievement.

1.1 Language and the Ability to Speak

- It is easy for most of the children to learn another language if they have the proper surroundings. Children should hear and speak the target language as much as they can to acquire it.
- To speak the new language like a native speaker, children should start to learn the second language before the age of 6 or 7.



1.2 Mother Language and Second Language

- Bilingual children are generally good in both their languages but one of the languages is better than the other due to the amount of time they have been exposed to it. Although their understanding of the second language develops step by step, they tend to speak very few or no words in this language.
- The acquisitions of the first and second language are similar to each other. Initially there is a silent period followed by the children starting to speak in small utterances. Lastly, they are able to produce phrases and sentences.

There are 4 stages of second language learning:

- STAGE 1: Home Language Use - Children use their first or native language during this stage. However, people do not understand them.
- STAGE 2: Silent Period - When they realize no one understands them children rarely speak, so they use gestures to communicate with others.
- STAGE 3: Telegraphic/Formulaic Speech - Children begin to speak in L1 and L2. They form small sentences and tend to repeat the words of other people.
- STAGE 4: In this stage, children are ready to speak. They can express their own ideas and they can make their own sentences. They improve their speaking abilities over time.” (McLaughlin et al., 1995; Tabors, 2008)

1.3 Bilingualism and Multilingualism

- “Bilingualism” means an ability to speak and understand in two languages. On the other hand, “multilingualism” means an ability to speak and understand in three or more languages.
- The most common types of bilingualism are given below:



- a) Bilingual Education: The teacher presents the information by using more than one language.
- b) Submersion: Native speakers present the information to the students without caring about the students' level of proficiency in the target language.
- c) Two-way Bilingual Education: Native speakers of the target language also use the mother tongue language to present the information in both languages by turns.

www.thebrain.mcgill.ca/flash/capsules/outil_bleu20.html)

1.4 Multilingualism in Kindergarten-Multilingualism as a Positive Factor

There are so many benefits to knowing more than one language nowadays. Your multilingual child will no doubt be grateful to you forever. If you have a multilingual child he/she will:

- Have a head start in primary school. In most countries a second language is a must.
- Learn another language easier. The differences in sounds, word order, stress, rhythm, intonation and grammatical structures will be easier to learn. For related languages, such as Spanish and French, the similar vocabulary will make learning especially fast.
- Develop superior reading and writing skills.
- Have overall better analytical, social, and academic skills than their monolingual peers.
- Feel at ease in different environments. It creates a natural flexibility and adaptability, and it increases their self-esteem and self confidence.
- Develop an appreciation and acceptance of cultural differences.
- Have a better career. Employers would prefer employees who have command of different languages.





*http://www.multilingualchildren.org/getting_started/pro_con.html

1.5 What to do in the group?

There are a few issues which should be considered when promoting simultaneous language development in bilingual children. As from birth, parents should use two languages equally at home for bilingual children. Each parent consistently needs to speak one language to the child. In a multicultural society, bilingual children could acquire two different languages at home or at school through their social environments naturally.

It is observed that those children educated bilingually are generally more productive than children who are not. Their intellectual development is more successful and they may communicate with different people from multiple cultures. Their self-confidence increases and they tend to establish stronger bonds with people. These children usually enjoy reading and writing in other languages later in life. They are quick to adapt when in other countries and cultures. In order to learn two languages simultaneously, support a child in feeling more extravert and discovering the world surrounding him in fun and natural ways.

We can reasonably expect that those individuals raised in self-developed societies are in communication with different cultural groups and acquire affirmative attitude during such interactions, thereby developing affirmative skills. When we study surveys, we have seen that some countries give place to multilingual education studies due to the previously mentioned reasons. Multicultural and multilingual educations enable students to understand different cultures, respect values other than ones from their own culture and see recognize the differences between cultures. Students coming together from different countries play an important role in one another's academic achievement. In teaching the second foreign language, perceptive abilities, motive skills, mental and social development of the different children may vary. Considering the children with different abilities and cultures together, they may make learning the language easier and more permanent through games and pleasant activities and thus liking and socialising with it. Children will



speed up their foreign language learning skills by practising with their classmates from those cultures for the following reasons:

- Individual or group activities in multilingual groups play a fundamental role in children's self-reflection.
- Children with a good command of language could be role models for other children.
- It allows children personal contact with their peers and to express themselves freely.
- It facilitates to desire to instruct, ask and answer to questions
- The use of a puppet is one of the most liked activities among children and effectively stimulates children's imagination and creativity.
- Painting activities including different types of material foster children's creativity and sense of aesthetic.

1.6 Open Educational Resources (OER)

In today's foreign language classes, teachers have the advantage of use many materials and opportunities related to digital age. Software from the textbooks can be used on smartboards. While using the software, we observe that children like to learn mostly by practising the learned subjects with the help of games, listening activities, etc. Teachers can find materials online for free to reinforce learning which we call OER.

1.7 What are the advantages and disadvantages of using OER?

Advantages:

- It is easy to obtain the educational resources. Many teachers of language and academics share their knowledge on the internet freely and you can find various activities to support learning.



- Most of them are free for use by students and teachers. While learning the language children enjoy using OER because they are able to choose the activity they like. No teacher correction is needed for their mistakes and they can learn the correct answers by trying several times if necessary.
- Today children enjoy spending time on the internet by using their tablets, PCs, laptops or mobile phones. Anyone with a computer/mobile device can access OER.
- It saves time because you don't have to wait for permission to use it. You can work on improving and practice whatever your weakness in the language is (vocabulary, grammar, listening etc.) whenever and wherever you want.
- Teachers save time and effort on developing new resources and keep students busy learning the target language both in the classroom and outside the classroom.

Disadvantages:

- If OER are not updated on a regular basis, they may lose their educational value and become outdated.
- The quality of OER may not be as high as other institutional resources. Generally anyone can upload activities/exercises on the internet.
- OER are not accessible by people without computers/mobile devices.

2. HOW TO ASSESS THE NEEDS OF THE CHILDREN AND REVIEW HIS/HER LEARNING

While teaching very-young learners a language, teachers should always remember that children normally cannot pay attention to anything for a long time period of time. That's why the teachers should make sure that they find enjoyable activities which are based on chants, songs, videos, and coloring, acting-matching activities. Moreover, timing is important as well. The teachers should not keep the children busy on doing activities for too long. Children can easily get bored and do not want to go on doing whatever they are dealing with. Therefore, at the beginning of the school term a curriculum must be developed which is relevant for the ages.



That is to say, while children at the age of four learn five colors during the term, those aged five should learn at least three additional colors.

There some ways to analyze how children improve their language skills:

- The teacher will observe each child and write specific notes in what ways (speaking, writing, listening, and reading) the child has developed since he/she started to learn the second language.
- Learning portfolios which the children have completed until the end of the term is another way. They may help the teacher see how much the child has improved himself/herself. Portfolio may be a folder, box or basket in which the activities that the children have completed are kept. These activities may include stories, notes, coloring activities, cut-out activities etc. By looking at the portfolios, teachers can observe the child's efforts, progress, and his/her achievements over time.
- Making a checklist is a third way to assess. Checklists will help the teacher document information regarding particular aspects of children's learning. When the children learn something new and practice it, the teacher will mark the checklist to evaluate in what ways the children can best describe their progress.

2.1 Objectives of Diagnosis and Individual Educational Needs

The purpose of this section is to provide information about assessment periods and things that teachers, parents and professionals should do about anticipations.

The first part of any assessment ought to contain the level of lexical skills. Through this, the child's learning level can be decided and an outline can be developed. Since the assessment is the main point of observing a child's progress, we can use it as a basis for assessing individual training plan. However, it is nearly impossible to use normalized tests and therefore we often can't use them. The work of the person who prepares the test is to adjust what a child needs regarding language skills. In



addition, the results of the tests done by teachers should be clarified as best as possible.

While teachers are creating the tests, there are some rules which should be followed:

- Score the material in an overall manner rather than focusing on details
- Evaluate the child's knowledge (what he/she knows or doesn't know)
- Give to student his/her copy to see their mistakes
- Instead of open-ended questions, ask multiple choice questions
- Do not restrict the usage of aids during the test

To be understood for text in foreign language it is necessary to:

- Tests created on a main question – many answers with pictures or short text
- Yes-no question tests

We prepare many tests for children of every age and level for language proficiency. In foreign language learning we provide many free examples of testing to general use. The only thing you may need to do first is some type of registration.

2.2 MAIN- Multilingual Assessment Instrument for Narratives

All children from three to ten years of age can use MAIN. It values not only understanding, but also output of narratives. Thanks to its design, the evaluation of many languages on children of the same age can be done easily by three modes: Model Story, Telling and Retelling.

MAIN has four parallel stories which are each arranged in six pictures sequences. For cultural convenience and soundness, these stories are checked for cognitive and linguistic complexity, parallelism in macrostructure and microstructure.

The preliminary assessment was conducted on more than 500 monolingual and bilingual children aged 3-10 involving 15 different languages. In this manner the document was created.



Although MAIN hasn't been ruled yet, its normalized procedures can be used for assessment, intervention and research purposes.

(Perception - Perceptual Systems, Historical Background, Innate And Learned - Classical perceptual phenomena, Broad theoretical approaches, Current research/future developments - Articles
<http://science.jrank.org/pages/5094/Perception.html#ixzz3m4ogeZJM>)

http://cns-web.bu.edu/Profiles/Mingolla.html/cnsftp/cn730-2007-pdf/posner_petersen90.pdf

3. HOW TO IDENTIFY AND VALUE SUITABILITY OF WEB BASED OER RESOURCES SUPPORTING BILINGUALISM OF PRESCHOOL CHILDREN

In early childhood, educators play an important role in promoting and supporting language with families because the spoken languages should be maintained both at home and school. Therefore, the cooperation of educators and parents is vital.

It's known that language learning is a natural process in early childhood. Children have periods during which learning progresses. A child often learns by listening, imitating, repeating, seeing and of course practicing. The most important thing for an educator to do is make learning fun. The web based OERs provide materials which can be used for all types.

- Children can be silent at times, so keep using the language.
- Be sure that they are recording what they see and hear. Don't give up on repetitions.
- Observe what motivates the children so you can choose the best web based OER for them to support the language.
- Eventually you can see the results that they are becoming more productive by using the language and imitating what is learned.



Remember the web based OERs are educational materials that can be e-courses, modules, videos, songs, chants, simulations, stories, games, apps. You must choose which ones are appropriate for your students.

3.1 Useful OER (Open Educational Resources) for Teachers

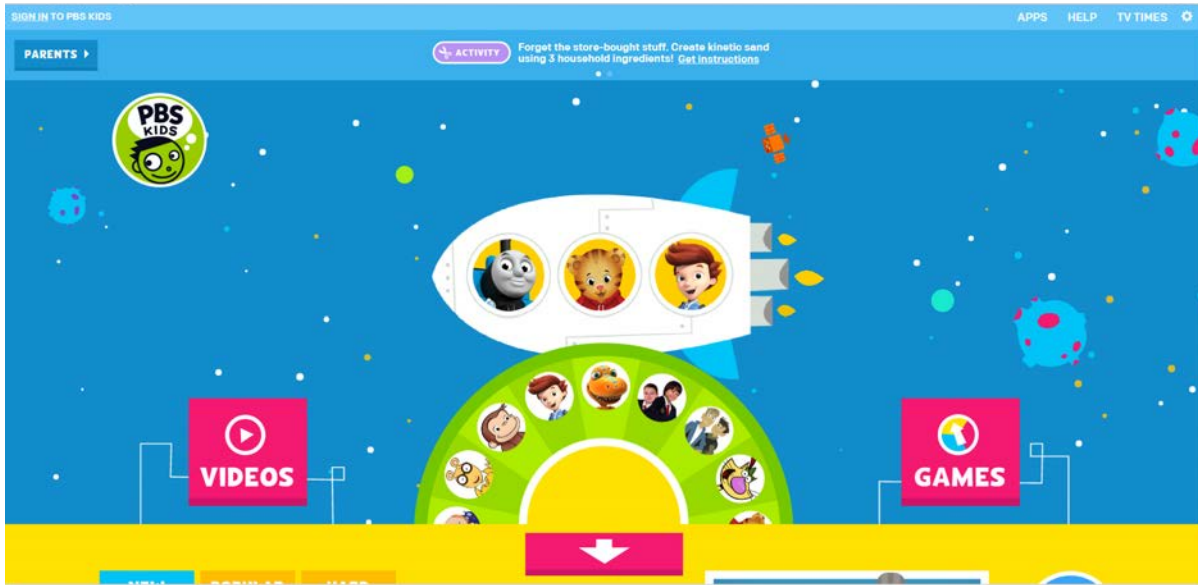
Foreign language teachers engage their students with different activities in order to make learning fun and exciting, especially for the little ones. Teachers constantly encourage young children to use their verbal skills. This can be accomplished in so many fun and playful ways while building their confidence at the same time. There are numerous common activities like songs, stories, worksheets, flashcards, games, etc. that every teacher uses in their classroom. The following are some useful OER examples which you can use incorporate into your lessons:

- **PBS Kids Go!**

<http://pbskids.org/go/video/>

Description: This site is designed for children aged two and up. PBS Kids Go! Video is a branch of the PBS Kids hub, featuring favorite shows from PBS television programming. The site is divided into three sections: Shows, where kids can watch clips and episodes from their favorite PBS Kids shows that are both educational and entertaining; Channels, which allows kids to search by keywords such as pets, robots, crushes, etc. for matching episodes; and Games, which allows kids and their parents to play educational games as they watch their favorite episodes. The subjects of this site are language, reading and math. The skills that the children will use are thinking, reasoning, emotional development and collaboration. The Learning approach used is to make children watch the TV programs. There is also a whole section devoted to games at pbskids.org/go/games. Also, because this site is organized for very little children, parental involvement is highly recommended and standard screen-time limits apply.

<http://www.commonsemmedia.org/app-reviews/>



- Starfall

<http://www.starfall.com/n/level-k/index/play.htm?f>

Description: This is an educational web site for age four and up. The subjects of this site are language, reading, letter or word recognition, comprehension and vocabulary. The skills the children can develop are thinking and reasoning, applying information, solving puzzles and self-direction. Activities are divided in four sections. They begin with letter recognition activities in "Starfall ABCs". Next, they can play games, hear and read stories and watch animated videos to apply letter sounds to

words in the "Learn to Read" section. In the "It's Fun to Read" section, children choose short reading selections to learn vocabulary. In the final section, "I'm Reading", they choose to read from a collection of short, online books to develop fluency and comprehension. The learning approach of the site is recognising letters and providing beginner level e-books. It does a great job of introducing reading basics. The presentation of each topic is clean and the site provides plenty of repetition. Each activity has a printout page which is helpful for completing the lessons offline. The site also offers chances to practice letter sounds, word recognition, and reading comprehension through online books, they can find additional songs, rhymes and other games. When children read a storybook online, the site reads it back to them as if it was sounding it out like new readers do.



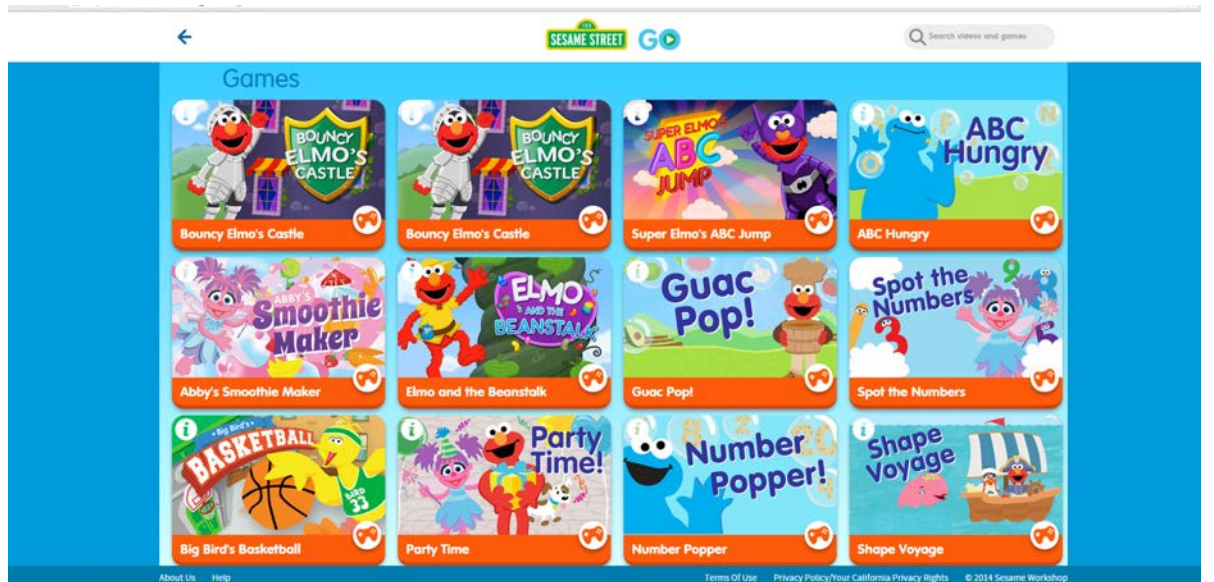
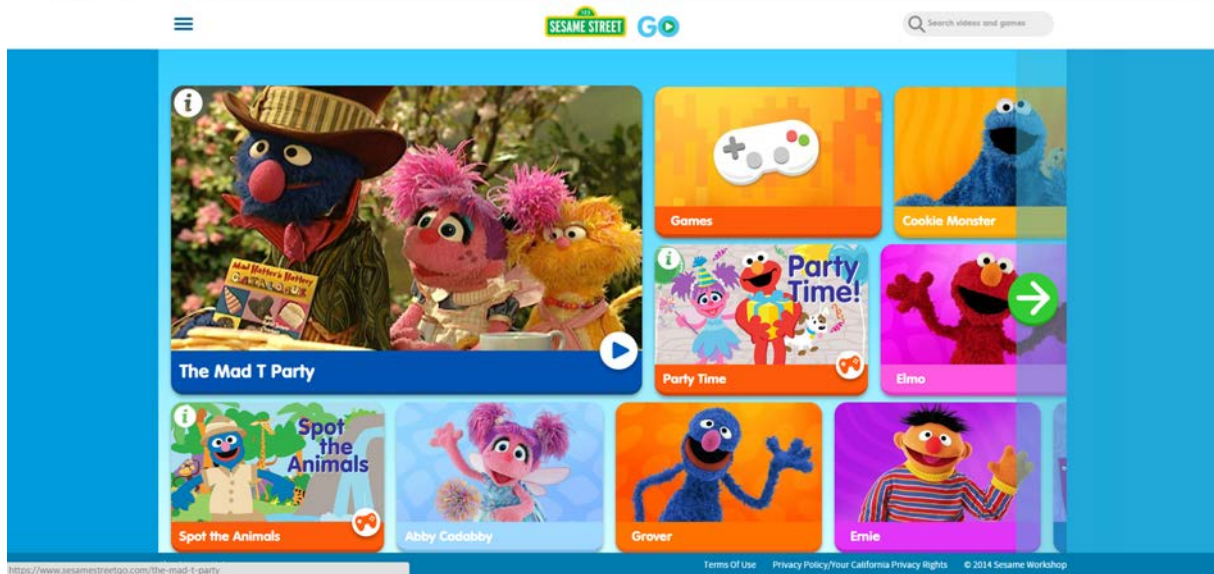


<http://www.commonsemmedia.org/app-reviews/>

- **Sesame Street Go**

<http://www.sesamestreetgo.com/>

Description: This site is an educational web site that is suitable for children ages three and up. The subjects of this site include language, reading, art and maths. The learning approach is based on listening and doing and you can find many games and videos. Children can watch videos featuring their favorite Sesame Street characters as well as a featured clip each week. They can easily navigate from the start screen filled with large character icons. They can also choose ABCs or 123s or play interactive games for more directed learning. With a parent account, children can save favorites or go to their viewing history to replay or continue favorites. You can also navigate to specific learning areas to find specific content or search by keywords. The skills that the children will improve are thinking, reasoning, emotional development, communication, collaboration and responsibility.



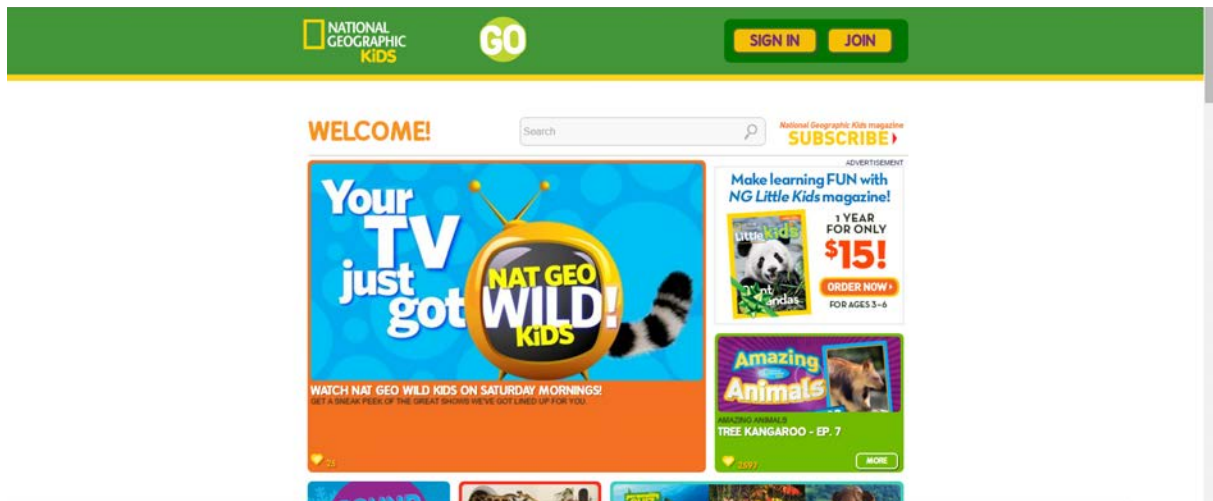
<http://www.commonsensemedia.org/app-reviews/>

- **National Geographic Kids**

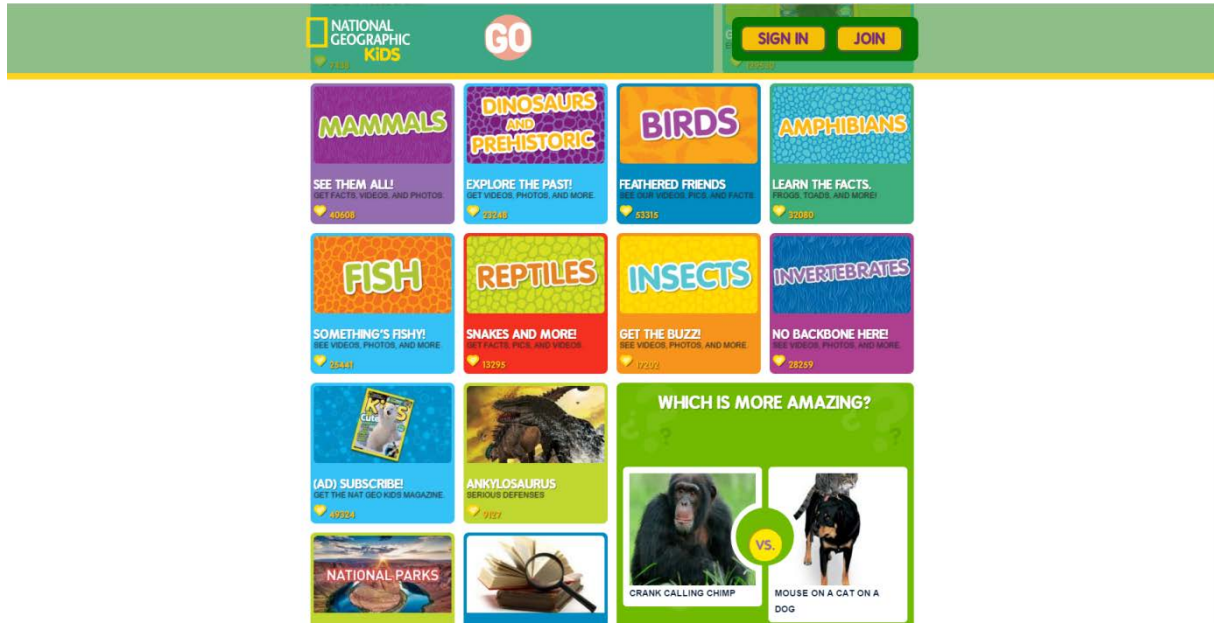
<http://kids.nationalgeographic.com>

Description: This site is suitable for children aged four and up. National Geographic Kids includes a variety of games, activities and videos featuring cuddly animals showing how animal parents act similarly to human parents, as well as other

activities centered on animals and the natural world. The content is entertaining, but also encourages exploration and understanding of the world, nature, and other cultures. The specific subjects of this site are science and social studies. The skills that they improve are thinking, reasoning and emotional development. It is very entertaining for children. They can watch video clips and play games featuring cuddly animals and characters from the popular “Toot & Puddle” book and TV series. The learning approach of the site is watching. Children can watch nature videos, some “Toot & Puddle” animated episodes and a series of videos which follow real siblings as they explore other cultures. The site also offers home learning opportunities to include colouring pages, recipes and some simple science experiments.



<http://www.commonsemmedia.org/app-reviews/>



3.1.1 SONGS

Songs are one of the most important materials for the reinforcement for the young learners. They are a normal part of classroom instruction and the easiest way to teach.

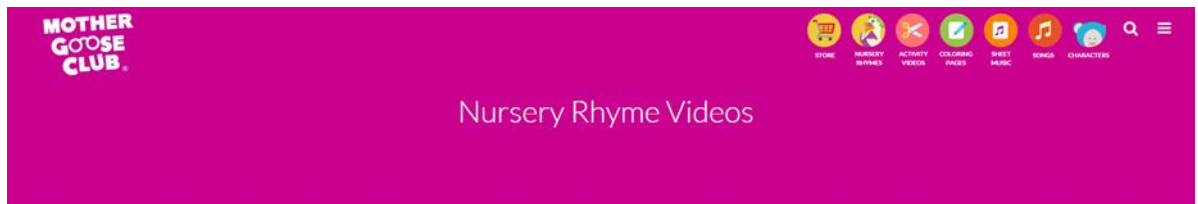
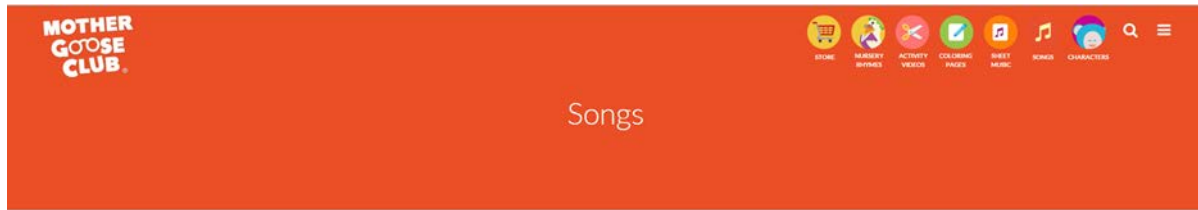
A language teacher can use songs to practice because they are generally simple and have short, repetitive words. They give opportunities for the children to dance, clap and move around the classroom. Songs are also used to practice listening and speaking. Everyday songs tend to motivate a child in the classroom. Songs can help learners become familiar with the vocabulary and with memorization.

Songs can be selected according to the needs and interests of the children. Children usually think songs are natural and fun. Here are the some resources that the teachers can use:

- **Mother Goose Club**

www.mothersgooseclub.com

Description: This site is suitable for the children ages two and up. It consists of live-action videos that focus on nursery rhymes. Children will want to sing, clap, do finger plays, and repeat the rhymes. These actions help them develop a feel for the sounds and structures of language and it demonstrates their power to promote early literacy. The characters are kid-friendly costumed pulled from Mother Goose rhymes and present a series of one-minute educational programs that invite children to sing and dance along to their favorite nursery rhymes.



<http://www.commonsemmedia.org/app-reviews/>

- **Super Simple Learning**

<http://supersimplelearning.com/>

Description: This site is suitable for the children ages four and up. You can find many songs which are simple and entertaining enough to engage children. You can use CDs, books, and other free learning materials in classrooms around the world. The songs are simple to learn and teaching fun.



<http://www.commonsemmedia.org/app-reviews/>

- **ESL Kid Stuff**

<http://www.eslkidstuff.com/esl-kids-songs.htm#.VsMuCfmLRD8>

Description: This site offers 50 songs to download and sing with children in your lessons. A teacher or parent must be a member to download the songs.

For each song, you can either download the full song or just the music (without vocals). The site also has song posters, word sheets (in color and black & white) and

notes. All songs and accompanying materials are available in American English and British English.

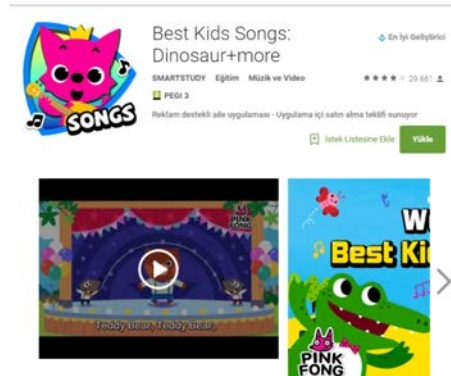


<http://www.commonsemmedia.org/app-reviews/>

APPLICATIONS

- **Best Kids songs and stories- PINKFONG**

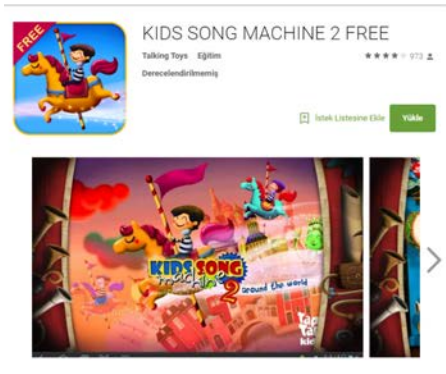
Description: This application consists of 130 songs with such names as “The Alphabet Song”, “The Bus”, ”Ten Little Indians”, “Lollipop”, ”The Muffin Man”, “The Farmer in the Dell” and “Head and Shoulders” . It has also consist of 90 musical storybooks to include “The Gingerbread Man”, “The Princess and the Frog”, ”Goldilocks and the Three Bears”, ”The Goose with the Golden Eggs”, “The Great Big Turnip” and “Little Red Riding Hood”.



<http://www.commonsemmedia.org/app-reviews/>

- **Kids songs Machine**

Description: This is a fun musical application that is both stimulating and educational featuring songs from around the World (U.S.A., U.K., France, and China). Children can pop balloons, play music and make things transform with the touch of their fingers. Simple to use, a child need only press the touchscreen to select a song and begin.



<http://www.commonsemmedia.org/app-reviews/>

- **ABC Phonics Songs**

Description: ABC Phonics is full of interactive and dynamic learning games just right for children first learning their ABCs. It has fun, phonics-style songs, animations from A to Z, interactive tracing games, 26 educational games to play involving words, adorable photo frames for a memorable review and is optimized for all smartphones and tablets.



<http://www.commonsemmedia.org/app-reviews/>

- **Little Fox**

Description: This application consists of sing-along songbook with more than 100 interactive elements in three popular children’s songs: “London Bridge”, “Evening Song” and “Old McDonald had a Farm”. It also includes the little fox music studio where you can record and play your own songs, as well as a karaoke mode. This app is great for children ages two and up.



<http://www.commonsemmedia.org/app-reviews/>



3.1.2 GAMES

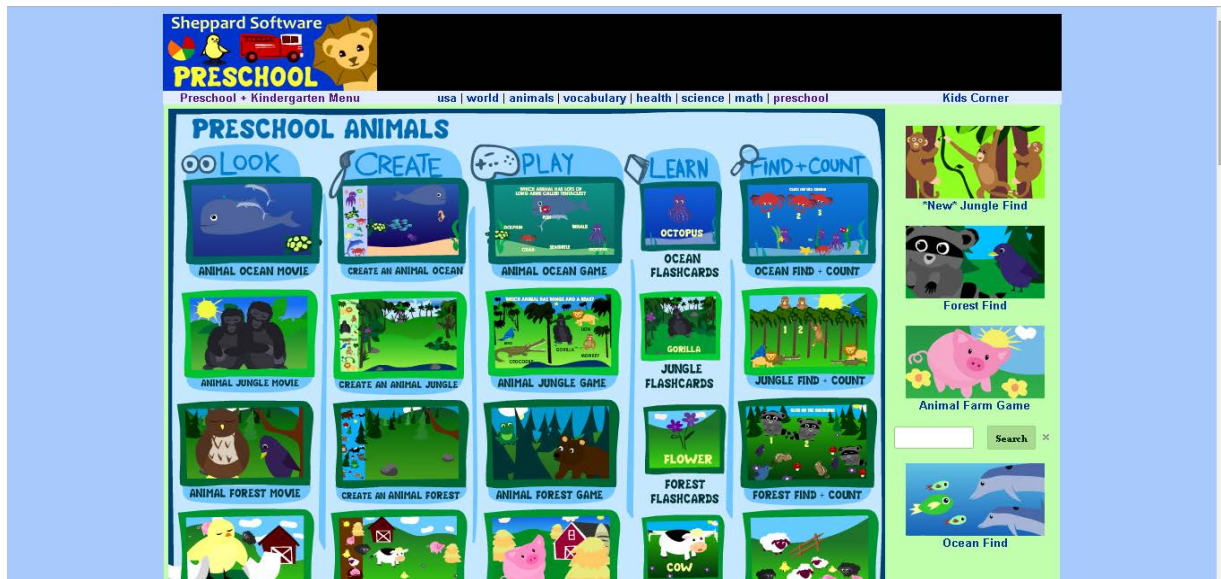
Games are great practicing tools for bilingual students. Since children at kindergarten age have short attention spans, games from OERs give teachers an opportunity to present or practice similar materials many times and in different ways. Games encourage children to learn new concepts at a rapid pace. While they play these games, they improve their language skills such as listening, letter recognition and speaking. Games also allow us enhance our lessons and in ways assess students' progress. Young learners' efforts to understand, produce and manipulate the new language can be sustained through these games. Their active participation and involvement can be stimulated since a friendly, competitive environment is created while playing these games. Furthermore, spontaneous and creative use of language with games is very beneficial for children. Therefore, we need to ensure that online games, game apps or interactive digital board games are:

- Age appropriate
- Engaging
- Enjoyable
- Motivating
- Above all Fun!

- **Sheppard Software Preschool**

<http://www.sheppardsoftware.com/preschool/preschool.htm>

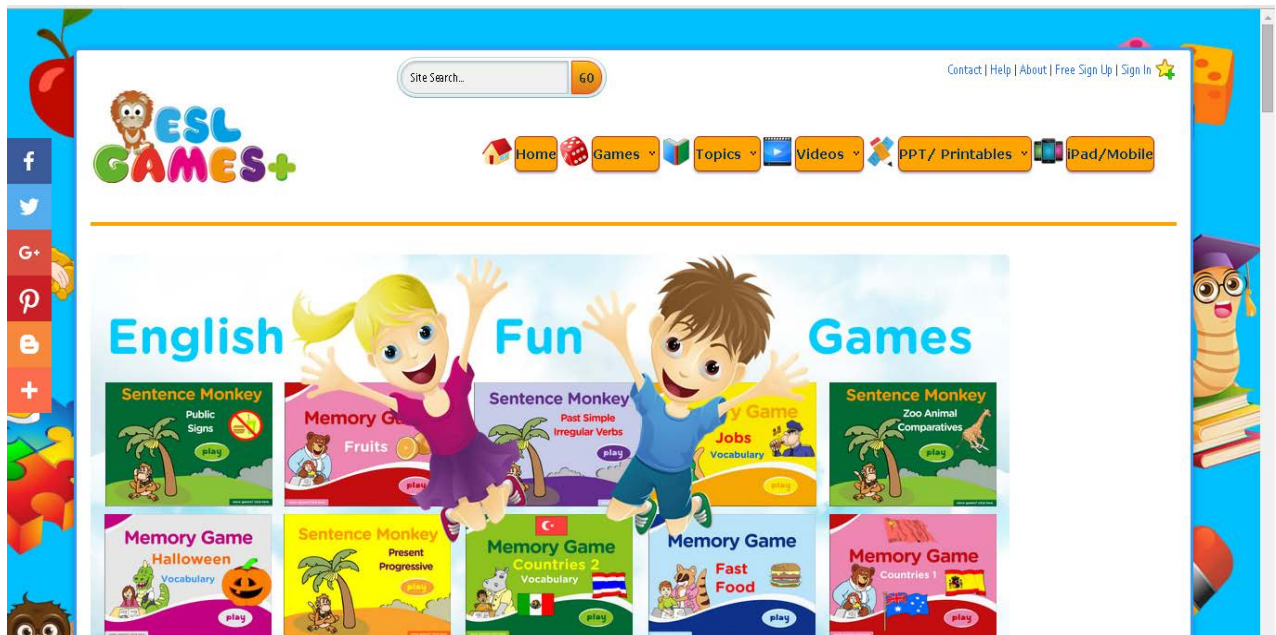
Description: This is a user friendly, easy to navigate online games site. It contains a great collection of educationally interactive games with multiple subjects such as math, science, etc. for many level users ages four and up.



- **ESLgamesplus.com-**

<http://www.eslgamesplus.com/fun-games/>

Description: ESLgamesplus offers many learning games which are suitable for bilingual students and classes. It allows children to practice sounds, words, sentences and grammatical structures in an enjoyable way. It also has activities for android and ipad users and is appropriate for children ages three and up.

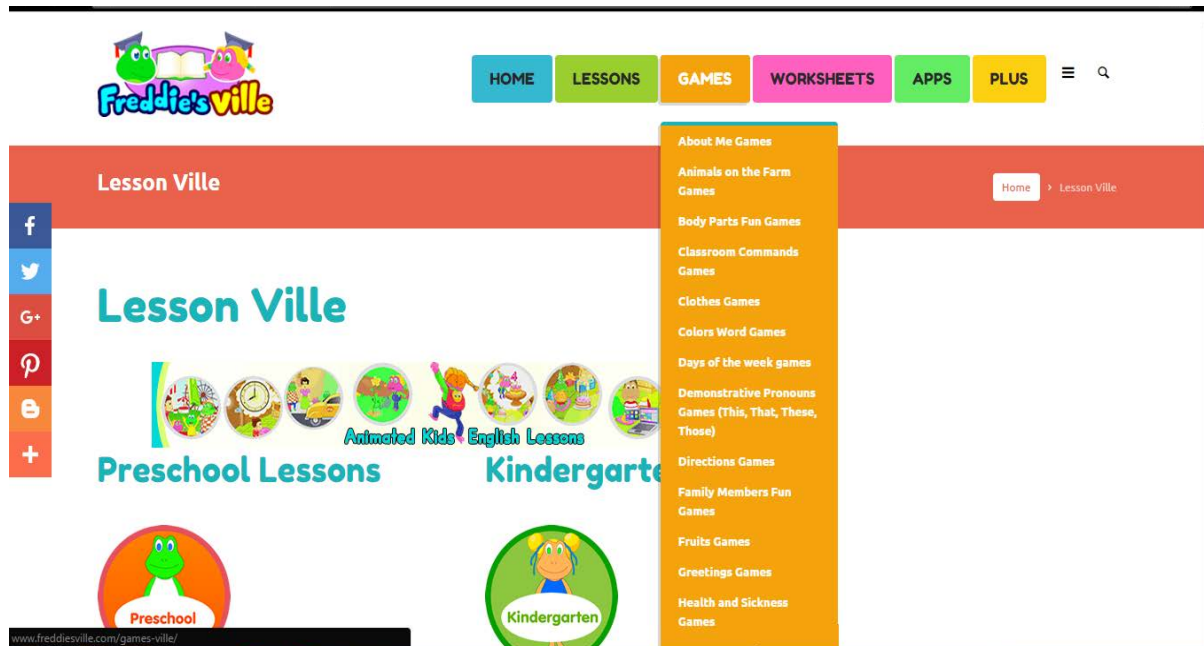




- **Freddie's Ville**

<http://www.freddiesville.com/lesson-ville/>

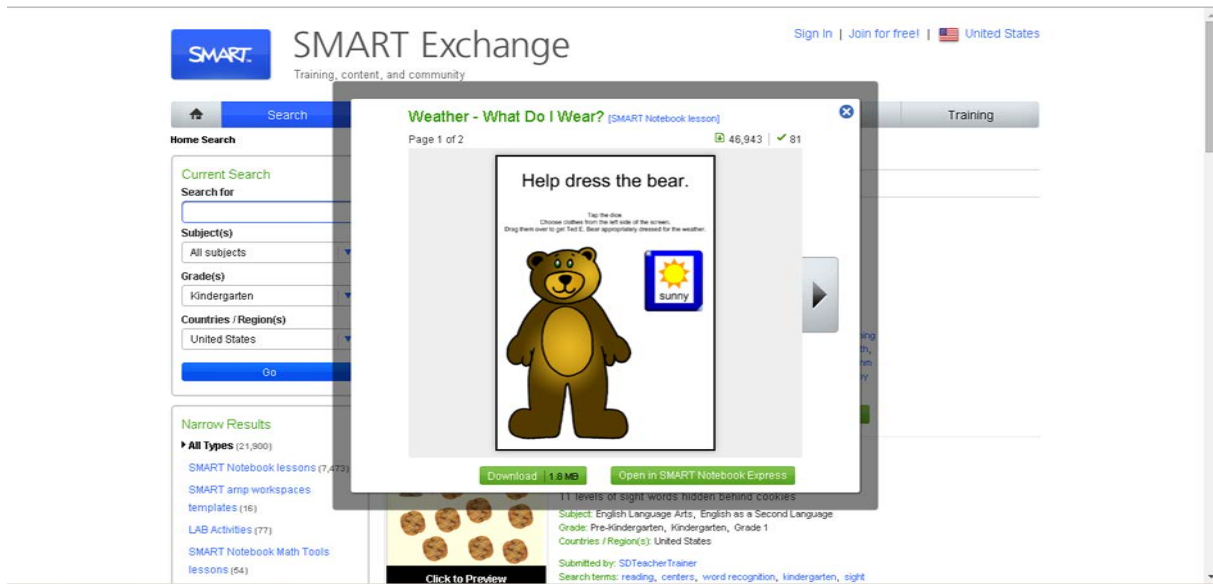
Description: Freddie's Ville is a multi-level English course and resources site for teaching children. This site features animated video lessons, games, worksheets, songs and applications. It's suitable for children of preschool, kindergarten and students up to third grade level.



- **Exchange.smarttech.com-**

<http://exchange.smarttech.com/details.html?id=86a9d00d-189a-43c2-9cac-ad674083cdbe>

Description: This is a digital board resource that consists of activities suitable for children ages four thru six. They can be used following a lesson to practice the particular subject.



- **Bubbleandpebble.com-**

www.bubbleandpebble.com

Description: Bubbleandpebble.com is a very inspirational site which was created by kindergarten students. Their own drawings, colorings and voices are used as the main characters, game backgrounds and objects in the games. It is suitable for children ages four and up.





- Tes.com

<https://www.tes.com/content/early-years-hub>

Description: Tes.com can be a great early-years resource for your students. Free membership allows educators to access their selection of great resources which include many games. This website is suitable for children ages three and up.

3.1.3 WORKSHEETS



To support the students, English learning worksheets are possibly the best tools to use. They provide a wide range of activities and are prepared for students to encourage and reinforce what they have learned. By using worksheets students may understand if they have or have not learned the lesson by testing themselves. Therefore, worksheets are a vital and helpful tool to be used in the learning process.

- First School

<http://www.first-school.ws/activities/activityc/christmas-tree-colors-shapes.htm>

Description: First-School features free, fun lesson plans, educational early childhood activities, printable crafts worksheets, calendar of events and other resources for children of preschool age. The preschool crafts, lesson plans and

activities are all appropriate and adaptable for use with toddlers, preschoolers and kindergarten level students ages two to six.

<p>Colors</p> <p>Holidays and Events > Dec. 25th > Christmas > Christmas Tree</p> <p>Plants > Trees</p> <p>Seasons > Winter</p> <p>Shapes</p>	<p>Activity: Christmas Fun with Colors and Shapes Printable Activity</p> <p>Skills: Pre-handwriting [tracing], shapes and colors recognition, counting, scissor cutting skills, hand and eye coordination [match and paste]</p> <p>Print the color version for ages 4 and under or coloring version for ages 4+</p> <p>Color version ></p> <ol style="list-style-type: none">1. Identify each shape and color2. Count the shapes > optional > write numbers in front or behind the shapes3. Cut out the shapes4. Match and paste the shapes on the tree5. Write a short holiday message or child's name in the tree base <p>Coloring version ></p> <ol style="list-style-type: none">1. Suggestion: Print to light green paper.2. Have children trace and color the shapes with designated colors > primary and secondary colors, and one more color.3. Follow steps 3 to 5 above for color version. <p>Crafty idea > Make an Ornament</p> <ul style="list-style-type: none">• Paste large craft sequins or small seasonal stickers inside the shapes.• Cut loosely around the tree.	 <p>color version</p>  <p>coloring version</p> <p>paper</p> <p>coloring pencils crayons or markers</p> <p>glue stick</p> <p>scissors</p>	<p>Monthly Activities</p>
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- **Activity Village**

http://www.activityvillage.co.uk/sites/default/files/downloads/pets_sorting_big_and_small.pdf

Description: Activity Village offers teachers, parents and children from all over the world well over 10,000 pages of free children's activities. The sight is simple to use for browsing and printing various resources. Many popular children's topics, holidays and the four seasons are all covered. This website is suitable for children ages 4 to 15.

[coloring pages](#) and related early childhood resources.

I would love to hear your kind comments and ideas to make this a better site.

<p>Alphabet</p> <p>Available in D'Nealian and Standard block font</p>	<p>Letter F Frog activities and printable activities:</p> <ul style="list-style-type: none"> • Activity worksheet and mini-book program • Poster, coloring page, handwriting practice worksheet • Word search and more.
<p>Animals / Science</p>	<p>Learning about frogs and toads</p>

Sorting by Size

Print and cut out the animals on this page and the next. Laminate for durability if you wish.

Print out the sorting mats. Use them to sort the animal pairs.

- ESL Kids Lab

<http://www.eslkidslab.com/worksheets/set3/clothes/index.html>

Description: ESL Kids Lab provides English (ESL, EFL, ELT, ESOL) learning and teaching materials for young learners, preschoolers, beginners, elementary and pre-intermediate students. Their materials are designed to appeal to all learning styles and are appropriate for children ages 4 to 12.

Clothes & Colours Worksheets - Set 3

These worksheets will help in the teaching of clothes and colours vocabulary - coat, jacket, dress, skirt, purple, pink, hat etc... They will help reinforce skills like reading, writing, grammar and vocabulary. The worksheets are in PDF format. Click on the thumbnail preview to download each worksheet. If you do not have Acrobat reader installed, you can [download a free copy here](#).

Vocabulary, Reading, Writing and Grammar Practice

wardrobe

colour & Write

Colours

clothes spelling

- Homepage
- Site Search
- Community
- Teaching Tips
- Commercial Area
- Members Area
- Partners

Resource Packs

ESL Courseware

We offer several ESL/EFL E-books that are hot on most ESL/EFL/English educators' lists. The materials are easy to download and use. They help teachers in the lesson plans and teaching.

Read more...

Resource Packs

Language Store

Our ESL store puts power English teaching and learning materials within your grasp. There are downloadable E-books, Powerpoint Lessons, Phonetic courseware and lesson plan materials of all kind. Find out more>>>.

Read more...

Resource Packs

Young Learners

This English for Kids Course E-books has over 200

___ 1) A. sshirt B. hsirt C. shirt D. shrt

___ 2) A. cuat B. koat C. coat D. coa'

___ 3) A. shues B. shoess C. shoes D. shos

___ 4) A. dre B. dresss C. dreses D. dress

___ 5) A. pannts B. pants C. pantss D. pantes

___ 6) A. scirt B. sskirt C. skirt D. skirth

___ 7) A. t-sshirt B. t-shirt C. t-hsirt D. t-shrnt

___ 8) A. jacket B. jaket C. jacet D. jaccet

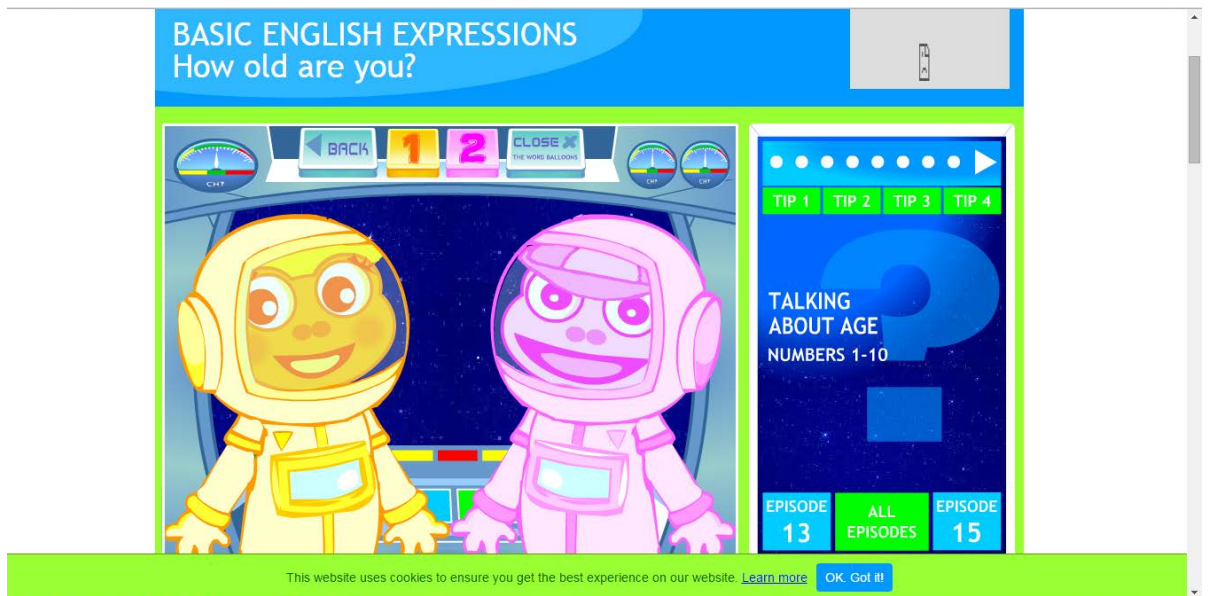
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- **Anglomaniacy**

<http://www.anglomaniacy.pl/e6practise.pdf>

Description: This is also a resource site for parents and teachers of young ESL learners. They offer tons of free, ready-to-print teaching materials including

flashcards, quizzes, games and song lyrics, as well as a large collection of useful links to other ESL/EFL websites.



- All Kids Network

<http://www.allkidsnetwork.com/worksheets/body/my-body-worksheet.asp>

Description: All Kids Network is a network of websites dedicated to providing fun and educational activities for parents and teachers to complete with their children.

They have hundreds of craft ideas, worksheets and other printable activities appropriate for children ages four to six.

Look at the picture of the boy below and read each of the names of the body parts in the boxes next to the boy. Then draw a line from each of the body part names to the body part on the boy.

All worksheets on this site were done personally by our family. Please do not reproduce any of our content on your own site without direct permission. We welcome you to link directly to any pages on our site without specific permission. We also welcome any feedback, ideas or anything you want to share with us - just email us at contact@allkidsnetwork.com.

Body Part Matching Worksheet

Trace the letters in each row to write the names of the body parts. Then draw a line to match each body part name to its picture.

- **Worksheet Fun**

<http://www.worksheetfun.com/2015/03/01/numbers-in-words-1-10-worksheet/>

Description: This website contains multiple worksheets covering many different lessons for children ages 4 to 15.

Numbers 1 – 15
www.worksheetfun.com

Numbers		
1		one
2		two
3		three
4		four
5		five
6		six
7		seven
8		eight
9		nine
10		ten

Numbers in words -Number Chart 1-10 – [Download](#)

1 – one, 2 – two, 3 – three, 4 – four, 5 – five, 6 – six, 7 -seven, 8 – eight, 9 – nine, 10 – ten

Scroll to Top

www.worksheetfun.com

Count and Match

5	
1	
4	

3.1.4 STORIES

- Stories and storytelling are one of the most supportive activities available for teachers to enrich the bilingual children’s language abilities. Stories can be told through conversation, reading aloud, audio recordings and/or through captive reading.
- Children not only enjoy having stories told to them, but they also enjoy telling stories by themselves as well.

- In telling stories, they have the chance to create their own sentences. These stories can be based on their own lives, storytelling games, cards or images.

Storytelling supporting actives such as games, cards, images, and/or audio recordings can be found from the following websites:

- **British Council-Learn English Kids Parents**

<http://learnenglishkids.britishcouncil.org/en/shortstories>

Description: This website has lots of free online games, songs, stories and activities for children. They can have fun, play games and learn English all at the same time. Children learn new words and practice them by using them in sentences. This website is suitable for children ages four and up.



- **British Council-Learn English Kids**

<http://learnenglishkids.britishcouncil.org/en/make-your-own/story-maker>

Description: This website provides ESL games and stories for teachers. Students can create their own stories with the help of “story maker” activities with different types such as fairy tales, horror and science-fiction. This site is suitable for children ages four to seven.



- **No time for Flashcards**

<http://www.notimeforflashcards.com/2014/08/storytelling-box-with->

Description: This site has 20 different storytelling activities for children. These activities encourage students to create and tell their own stories. This site is suitable for children kids ages four to six.



- Education.com

<http://www.education.com/games/interactive-stories/>

Description: This is an interactive learning language website which includes different stories for children. This site is suitable for children ages three and up.



- Learning Games for Kids

http://www.learninggamesforkids.com/preschool_games/preschool_games_library.html

Description: This website has a lot of entertaining educational games and stories for children. They teach important skills and are free for everyone to use. This site is suitable for children ages four and up.

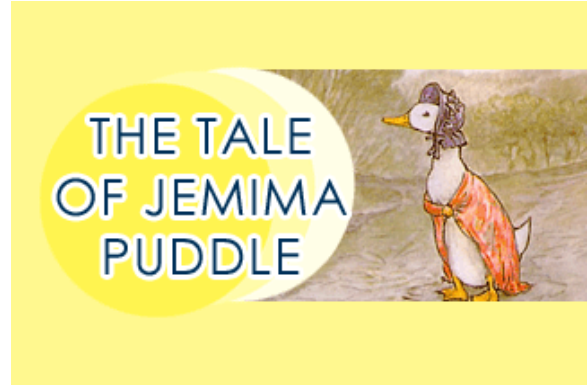


- **Tones of Fun for Everyone - MightyBook**

<http://www.mightybook.com/>

Description: This website is just the place for children who enjoy books, music, art, games and puzzles. Teachers can find hundreds of original stories and songs from this site. This website is suitable for children ages four and up.





- **Kids Activities Blog**

<http://kidsactivitiesblog.com/5778/kids-story-telling-activities>

Description: This website provides many printable worksheet for teachers. There are several ideas teachers can use to encourage their students to create their own stories. This website is suitable for children ages four and up.



- **Stories and Children**

<http://storiesandchildren.com/story-extension-activities-for-children/>

Description: This website provides story extension activities for teachers. There are fun activities involving art, music, science, technology, cooking, etc. It is suitable for children ages four and up.



- Kids Games – Educational Computer Games Online -TurtleDiary

<http://www.turtlediary.com/kids-stories.html>

Description: This website has many free stories for children to have fun and develop their storytelling abilities. It is suitable for children ages four and up.



Broom and the Roo

Retold & Illustrated by
The Turtlediary Team

- Pitara.com

<http://www.pitara.com/fiction-for-kids/stories-for-kids/long-bony-fingers/>

Description: This website has several free games, puzzles and stories for children. Teachers can find many types of stories to include funny, short and bed time. Jungle tales can also be found here. It is suitable for children ages four and up.





3.1.5 FLASHCARDS

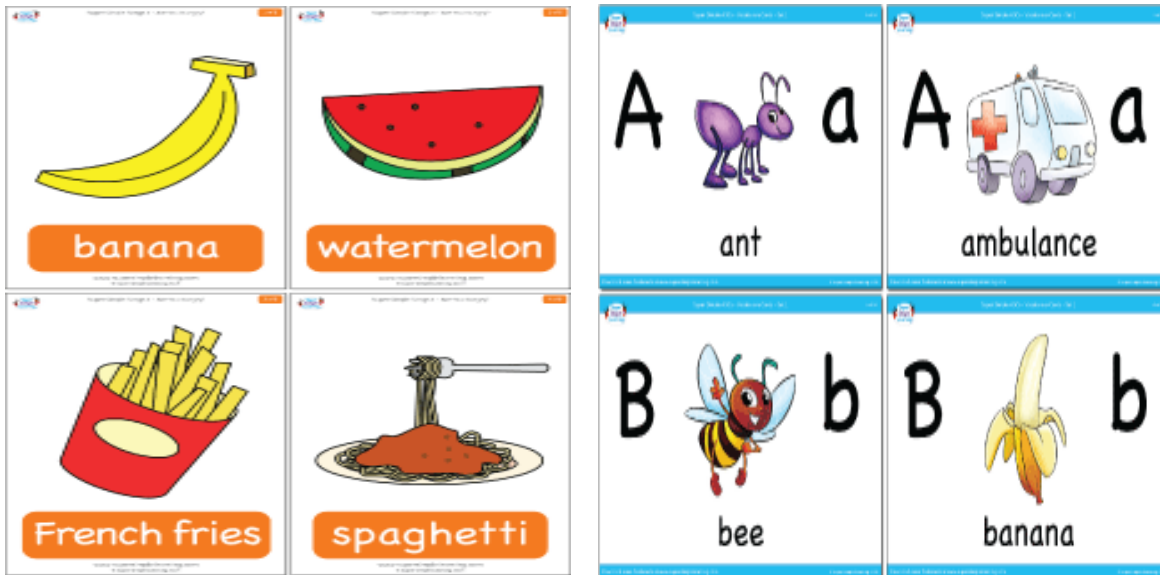
- Flashcards are one of the most enjoyable and useful resources for teaching very young children a foreign language because visuality is an important part of their learning process.
- Since the learners do not know how to read or write, flashcards are an easy way for them to learn and remember the words that are taught during the lesson.
- Young learners will have so much fun while playing games and doing exercises focused on flashcards.

Here you can find some examples of flashcards from various websites:

- **Super Simple Learning**

<http://supersimplelearning.com/resource-center/browse/type/flashcards/>

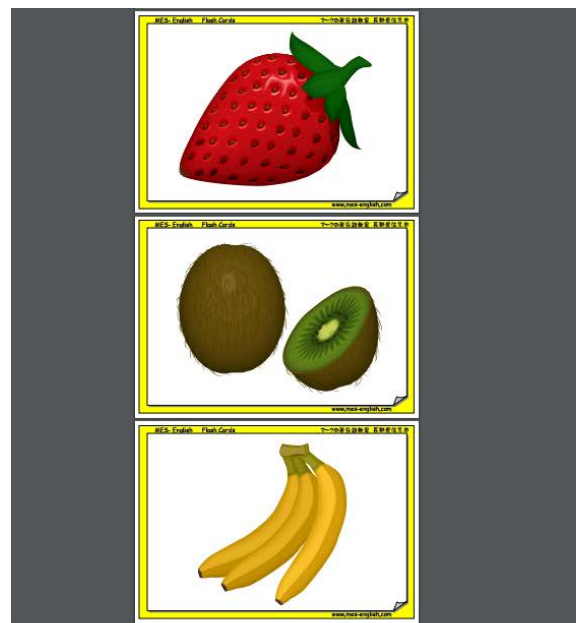
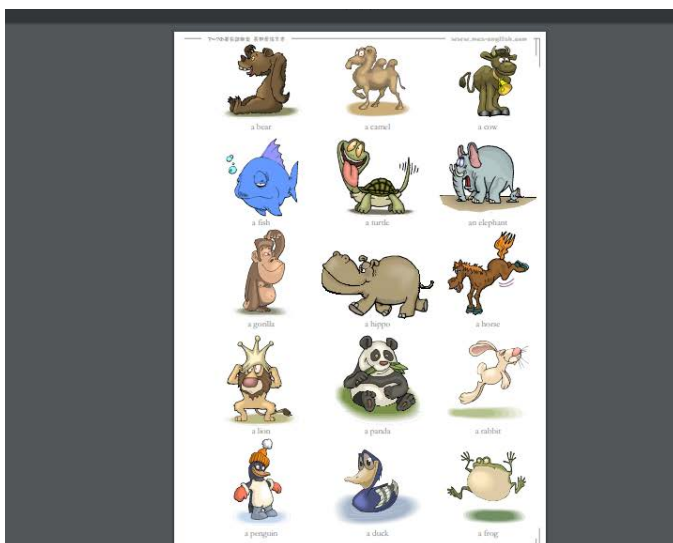
Description: Super Simple Learning is a free and fun web site containing many educational flashcards for children. You can also find songs, games, crafts and lyric posters here. Free printable worksheets and coloring pages are available as well. This website is suitable for children ages four to six.



- Mes-English

<http://www.mes-english.com/>

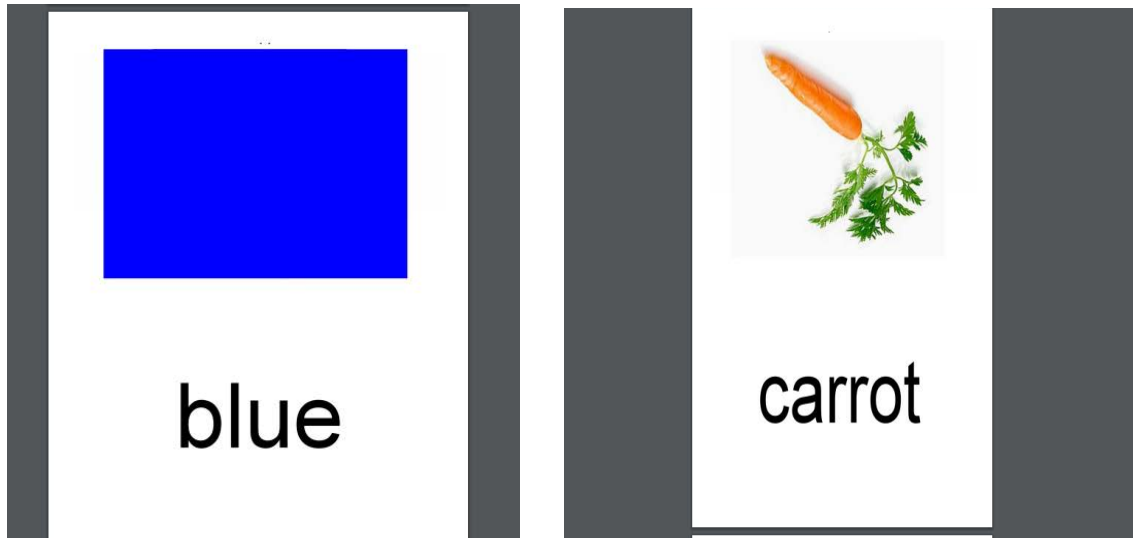
Description: Mes-English is a free web site full of fun, educational flashcards for children. This web site provides flashcards, worksheets and handouts to match phonics worksheets, ESL games, and other coloring activities. All can easily be printed. You can also find songs, games, crafts and lyric posters here. This website is suitable for children ages four and up.



- **Brillbaby**

<http://www.brillbaby.com/free-download/flashcard-A4.php>

Description: This web site has numerous free online flashcards for children to both have fun and learn English with at the same time. This web site also provides printable flashcards for teachers. This website is suitable for children ages four to six.



- **Kids Pages**

<http://www.kids-pages.com/flashcards.htm>

Description: Kids Pages is a free web site of educational flashcards for children and also includes songs, games and puzzles. This web site provides easily printable versions of flashcards, worksheets, handouts, match phonics worksheets, coloring pages and other activities. This web site is suitable for children ages four and up.



- Kids Tv 123

<http://www.kidstv123.com/freeposters.html>

Description: This web site provides teachers with printable flashcards for children to have fun and learn English with at the same time. This web site is suitable for children ages four to six.



- **Chillola**

<http://chillola.com/at/shapes%20english.html>

Description: Chillola is a fun web site of educational flashcards for children which also includes songs, games, crafts and lyric posters. It provides free, printable worksheets and coloring pages for children. This website is suitable for children ages four and up.



- **Learn English Kids British Council**

<http://learnenglishkids.britishcouncil.org/en/flashcards>

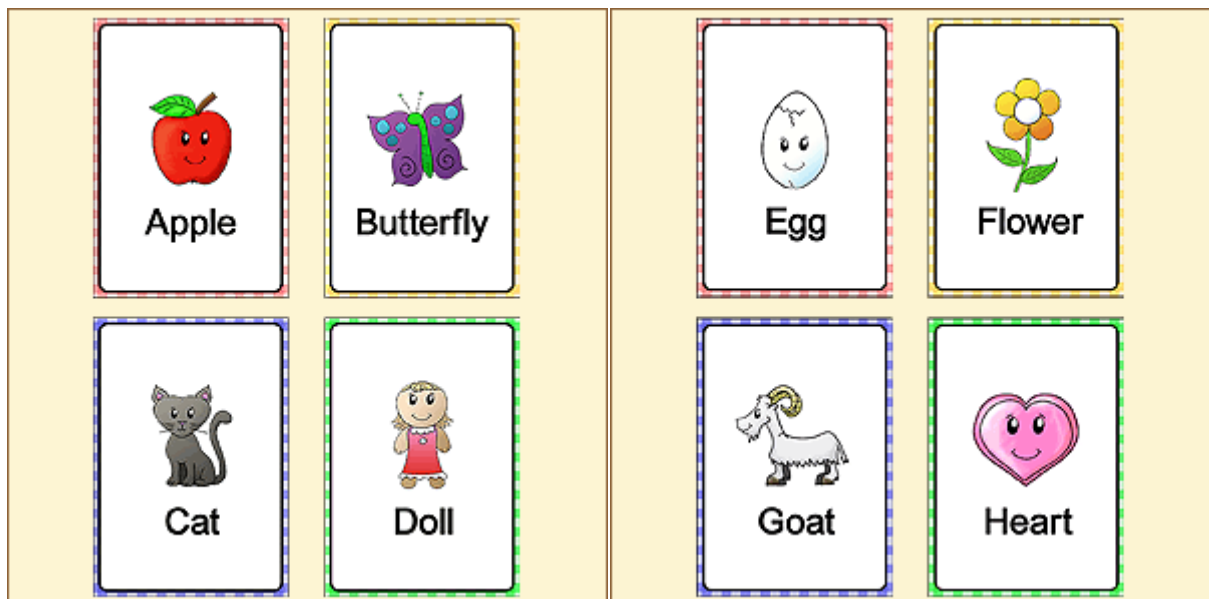
Description: Learn English Kids British Council is a free website of educational flashcards for children which included songs, games, puzzles and videos. This website provides printable flashcards, worksheets, handouts, match phonics worksheets, coloring pages and other fun activities. This web site is suitable for children ages four and up.



- **Furry Graphics**

<http://www.furrygraphics.com/Free-stuff-flashcards.html>

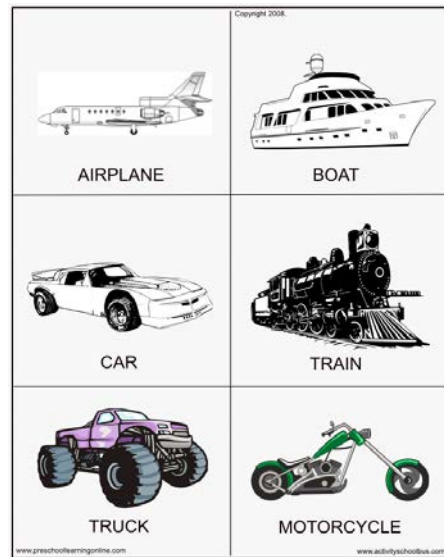
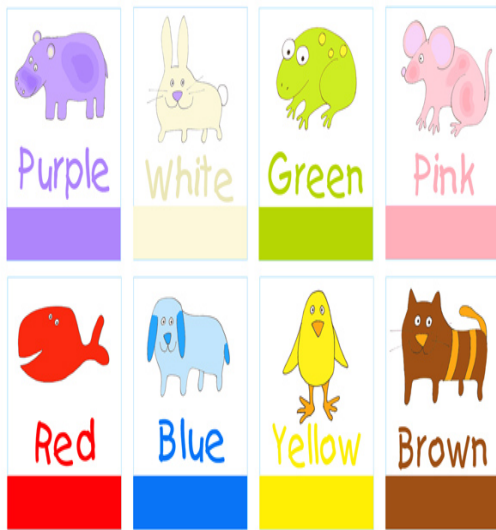
Description: This web site has many free flashcards for children to have fun and learn English with at the same time. It also provides printable versions of the flashcards for teachers. This website is suitable for children ages four and up.



- **Dokadok**

<http://www.dokadok.com/preschool-online-flashcards/flashcards-online-for-preschoolers.html>

Description: This web site has many free flashcards for children to have fun and learn English with at the same time. It also provides printable versions of the flashcards for teachers. This website is suitable for children ages four and up.



- **ESL Printables**

http://www.eslprintables.com/Vocabulary_worksheets/Colours/Colours_flashcards/

Description: ESL Printables is a free website of educational flashcards for children which included songs, games, puzzles and videos. This website provides printable flashcards, worksheets, handouts, match phonics worksheets, coloring pages and other fun activities. This web site is suitable for children ages four and up.



- ISL Collective

https://en.islcollective.com/resources/search_result?Tags=flashcards&searchworksheet=GO&type=Printables&page=5

Description: This web site has many free flashcards for children to have fun and learn English with at the same time. It also provides printable versions of the flashcards and worksheets for teachers. This website is suitable for children ages four and up.

My family



ISLCollective.com



3.1.6 VIDEOS

Videos play an important role in learning a second language just as flashcards, songs and stories do. They represent a diverse, exciting and potent media form, and they offer fresh possibilities as digital learning tools. While learning a language, younger children need to see visual materials to understand and support their knowledge. When children can watch and listen to examples of what they have learned it helps them to imagine and later use the language in the real life. They begin to build a firm link between the language and real life. They can see people just like themselves or situations they have experienced in daily life.

In addition, videos help teachers enhance their lessons because they provide fun for the children. Animated stories and songs can be included in this category. These videos help the children to visualize both language structure and vocabulary in an entertaining way. Educational videos encourage children to keep learning, even after school hours.

Here are some easy and free to use examples aimed at children who are learning English as a second or foreign language:

- **LearnEnglish Kids**

<http://learnenglishkids.britishcouncil.org/en/>

Description: This website has lots of free online games, songs, stories and activities for children to have fun and learn English too. LearnEnglish Kids is a great site for children who are learning English. As teachers, you can create your personal account and help your students play games and learn English in an easy and fun way. LearnEnglish Kids includes a wide variety of practice for young learners. Children can find listening and watching activities to help them learn a second language by hearing. To improve their comprehension skills, they can use the read and write sections. It also provides great practice for speaking and spelling. In addition to these, there are many educational games and grammar exercises. This application is suitable for children ages three and up and students from preschool and up.

Animals: bugs and insects, Celebrations, Christmas, Clothes, Dinosaurs, Environment, Fairy tales, Fantasy animals, Food, Football, Halloween, Homes and furniture, Monsters, Numbers, Parts of the body, Pets, School, Sea animals, Seasons, Shopping, Spies, Sport, Traditional songs, Transport [more](#)

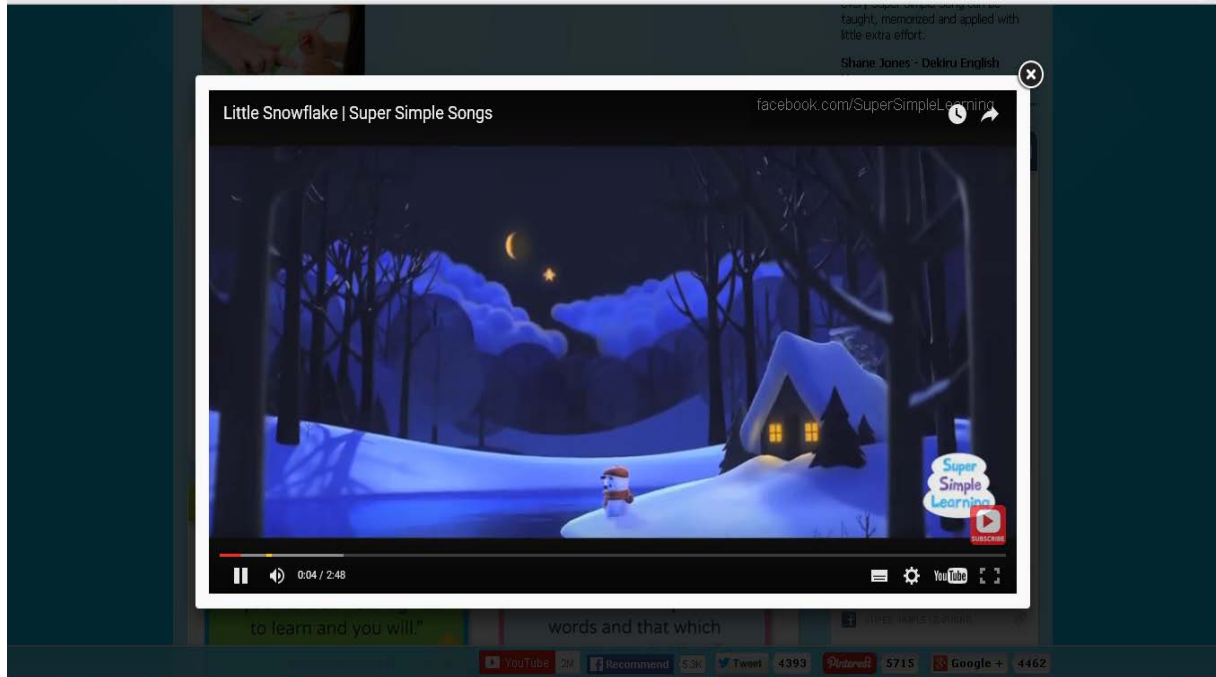
Animals: bugs and insects, Celebrations, Christmas, Clothes, Dinosaurs, Environment, Fairy tales, Fantasy animals, Food, Football, Halloween, Homes and furniture, Monsters, Numbers, Parts of the body, Pets, School, Sea animals, Seasons, Shopping, Spies, Sport, Traditional songs, Transport [more](#)

- **Super Simple Learning**

<http://supersimplelearning.com/>

Description: This is a website that aims to provide easy-to-teach, easy-to-learn, super fun songs for children, including many videos and stories. It has many useful tools and learning materials that can be used in the classroom by teachers. It is like a huge store learning, practicing and teaching English in a fun way. In its resource

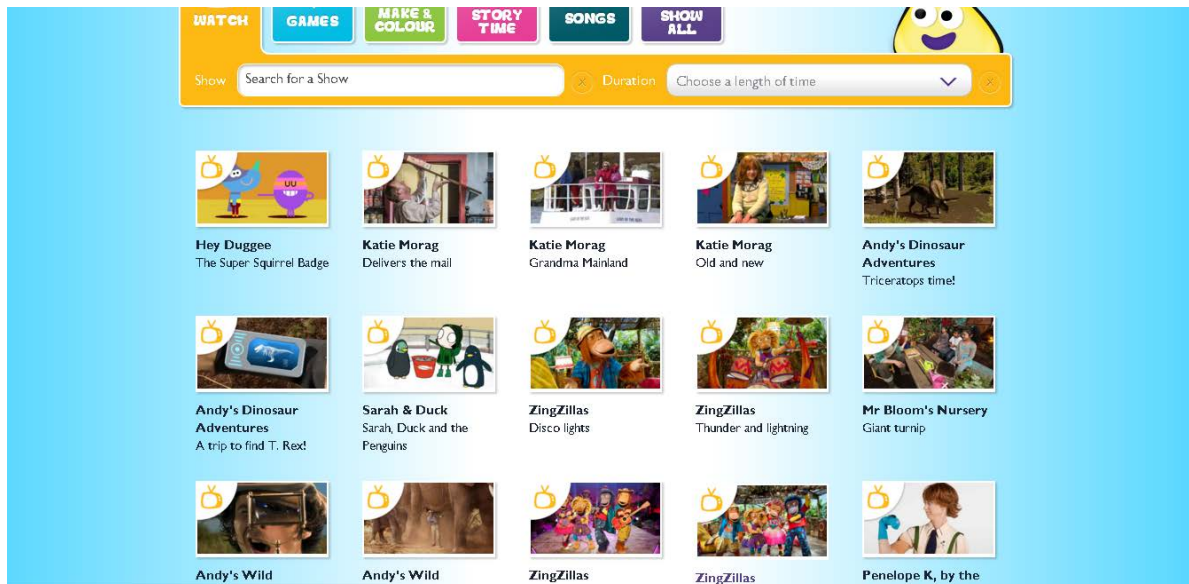
center, many free flashcards, coloring pages, worksheets, games and crafts are available. You can connect this application to various sites like Twitter, Facebook, Youtube, Google+ and Pinterest and watch the videos and songs through them. The website also provides ABC Phonics worksheets, online games and worksheets for children. It is suitable for students from preschool and up.



- **Cbeebies**

<http://www.cbeebies.com/global/>

Description: A free web site of educational games for kids including songs and videos. It provides free, printable worksheet and coloring pages for children. There are a few characters that you can choose from and watch different videos, songs and games involving them, enjoying learning in a fun way. It contains five main parts of learning like watching, make and color, games, story time and songs. It is suitable for children ages three to six.



15 minutes

Disco lights

Watch a whole episode of ZingZillas and join in with the music and dancing!

ZingZillas
Disco lights

ZingZillas
Thunder and lightning

ZingZillas
Hats

- **Cookie**

<http://www.cookie.com/kids/games/viewallgames.html>

Description: Cookie is an interactive learning language website, free to use, which includes many educational games, songs, videos and stories. This website includes free and fun printable activities and learning games for kids. Four levels are available: Preschool, Kindergarten, 1st grade and 2nd grade. Language lessons involving phonics, alphabet, listening and matching, as well as puzzles and fun games can be found here.

TESTIMONIALS | GAME HISTORY | FEEDBACK | SIGN UP | SIGN IN

HOME GAMES STORIES VIDEOS PRESCHOOL WORKSHEETS ARTS & CRAFTS BLOG

KIDS LEARNING VIDEOS

<p>12 Months This is an animated lesson to teach kids about the 12 months of the year.</p> <p>Play Now</p>	<p>Animal Maze This is a fun maze game to teach kids about different animals, their babies and their homes.</p> <p>Play Now</p>	<p>Animal Quiz This is a jungle quiz game for kids in which they have to identify and spell the animals.</p> <p>Play Now</p>	<p>Length Measurement This is a fun interactive lesson that teaches kids how to compare the lengths of various objects.</p> <p>Play Now</p>	<p>Phonic Train In this preschool game, children can learn and practice their phonic skills.</p> <p>Play Now</p>
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KIDS LEARNING GAMES

All | Pre K | K | 1st Grade | 2nd Grade

<p>MATH GAMES</p> <ul style="list-style-type: none"> 12 Months Add Numbers Color Addition Color Subtraction Learn Numbers 	<p>LANGUAGE (ESL/EFL) LESSONS</p> <ul style="list-style-type: none"> Alphabet Matching Color by Letter Color Vowels Compound Words 	<p>KIDS PUZZLE</p> <ul style="list-style-type: none"> ABC Jigsaw ABC Words Connect Pipe Fun Maze Jigsaw Wonders 	<p>FUN GAMES</p> <ul style="list-style-type: none"> Air Hockey Buried Treasure Cookie Man Hook the Fish Hunny Frog 	<p>SCIENCE LESSON PLANS</p> <ul style="list-style-type: none"> Animal Maze Animal Quiz Human Body Jigsaw Safari Transports
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TESTIMONIALS | GAME HISTORY | FEEDBACK | SIGN UP | SIGN IN

HOME GAMES STORIES VIDEOS PRESCHOOL WORKSHEETS ARTS & CRAFTS BLOG

12 MONTHS

How many months are there in a year?

[Play](#) [Exit](#)

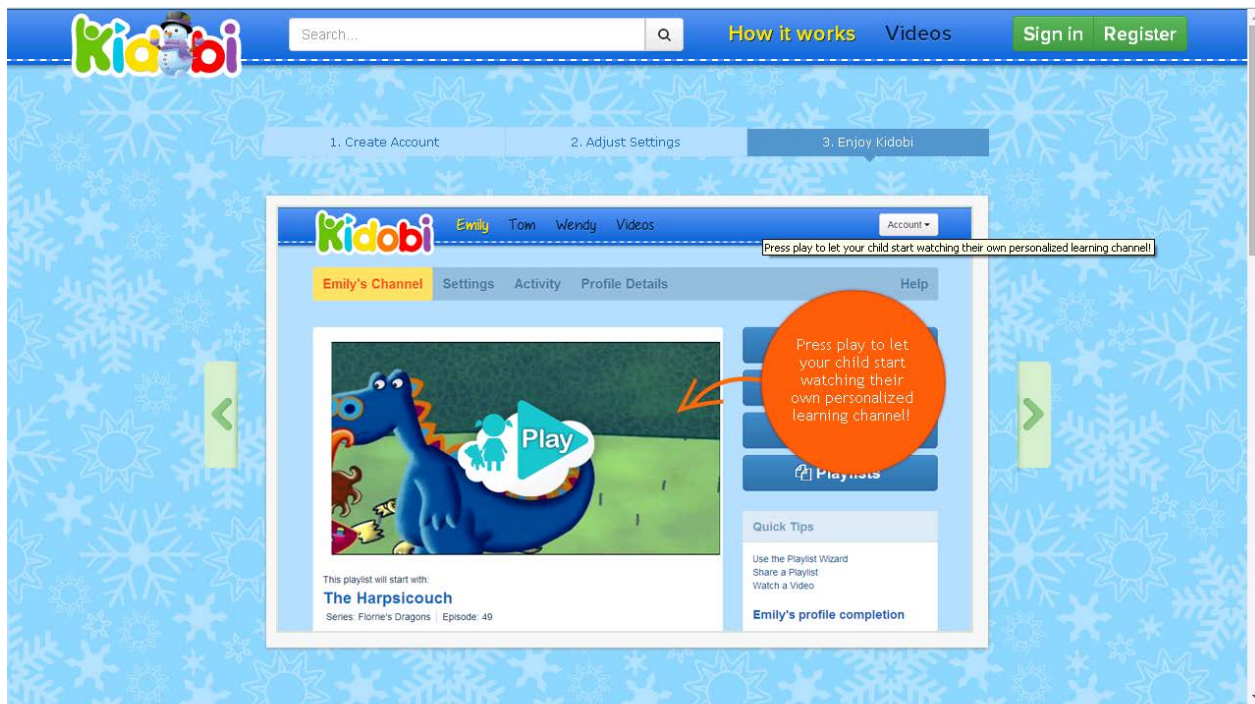
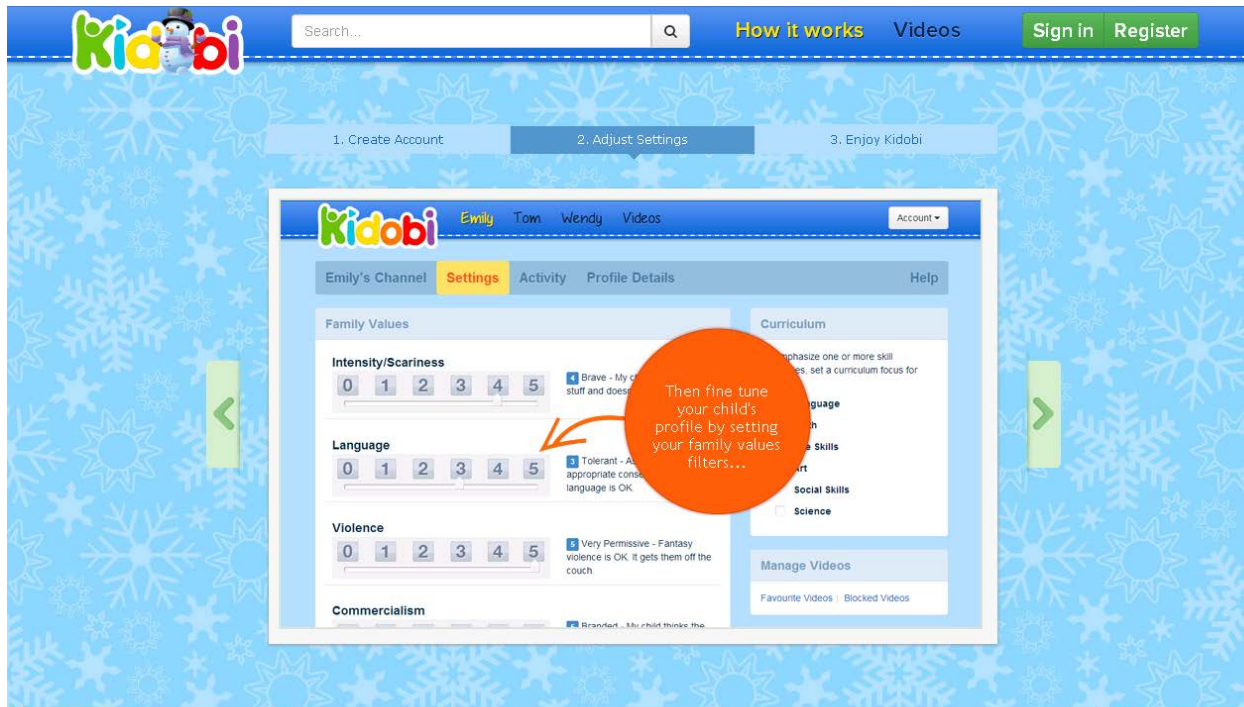


- **Kidobi**

<http://www.kidobi.com/>

Description: Kidobi is an educational website which includes different playlists of videos sorted according to age and interest. There is also a mobile application that provides children a chance to watch videos on their favorite hand-held device. This website also provides your children with the ability to create their own video playlist according to their interests. It allows you to customize and organize your children's profile and playlists. By using video playlist wizard, you can pick a category, select an age and set a time limit. Then let your students have fun. It is suitable for children ages three to six.

The steps to register and creating a personal profile and playlist for your kids:

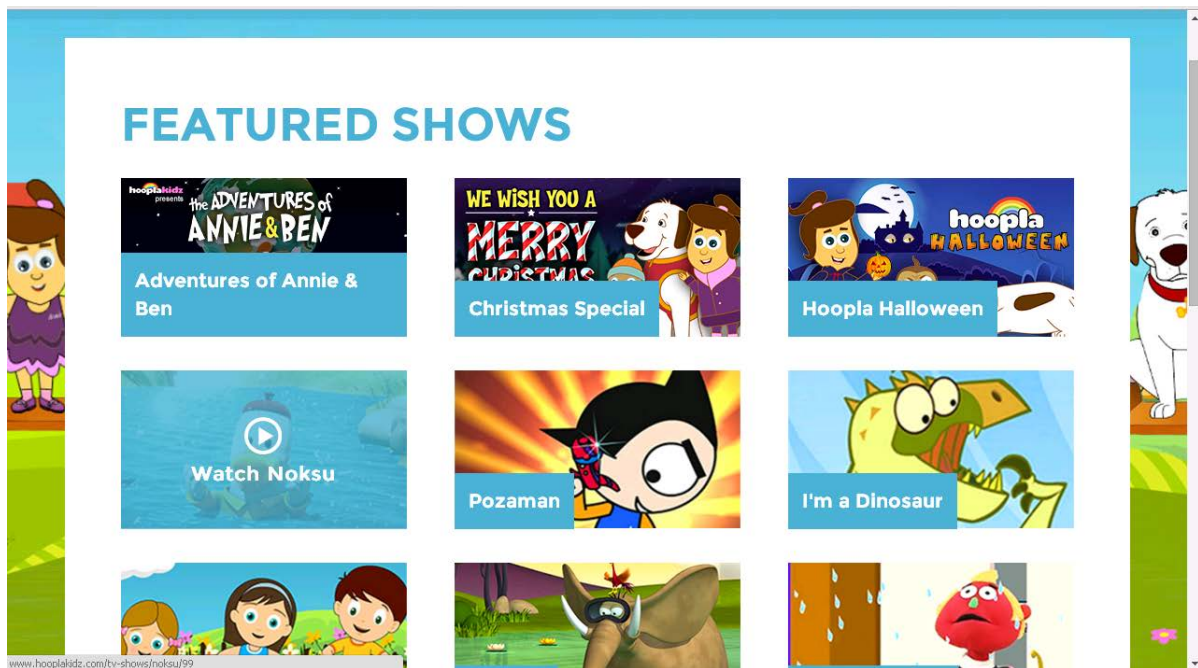
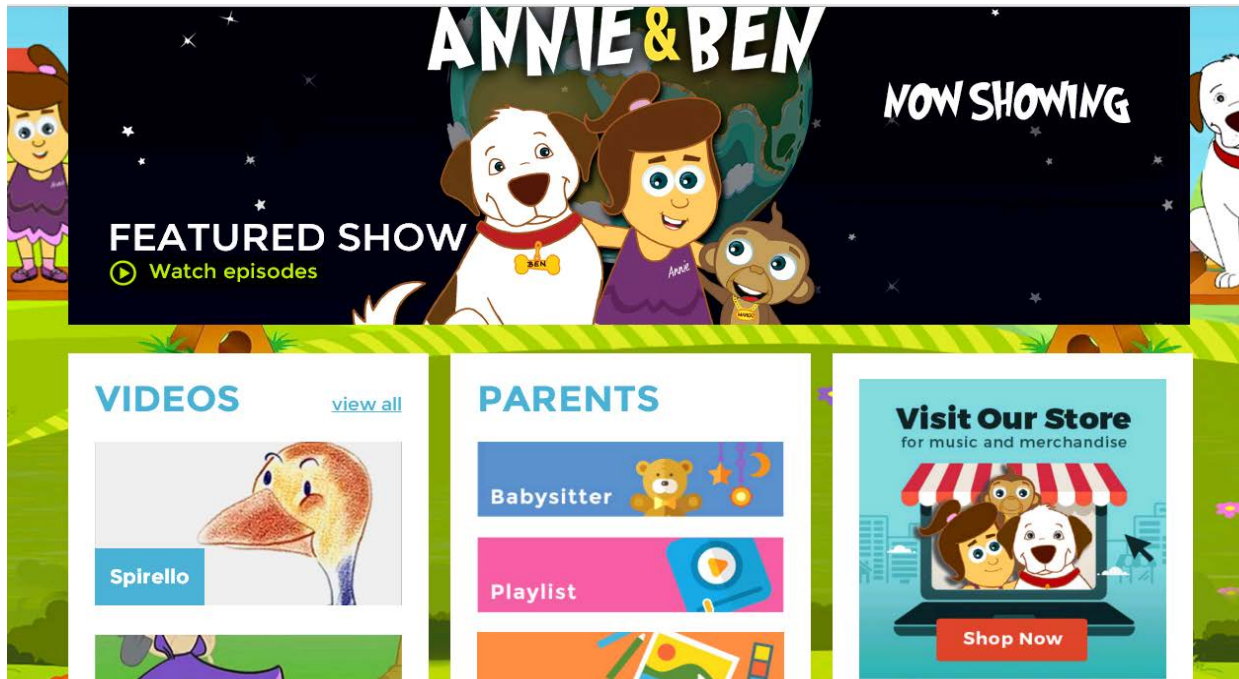


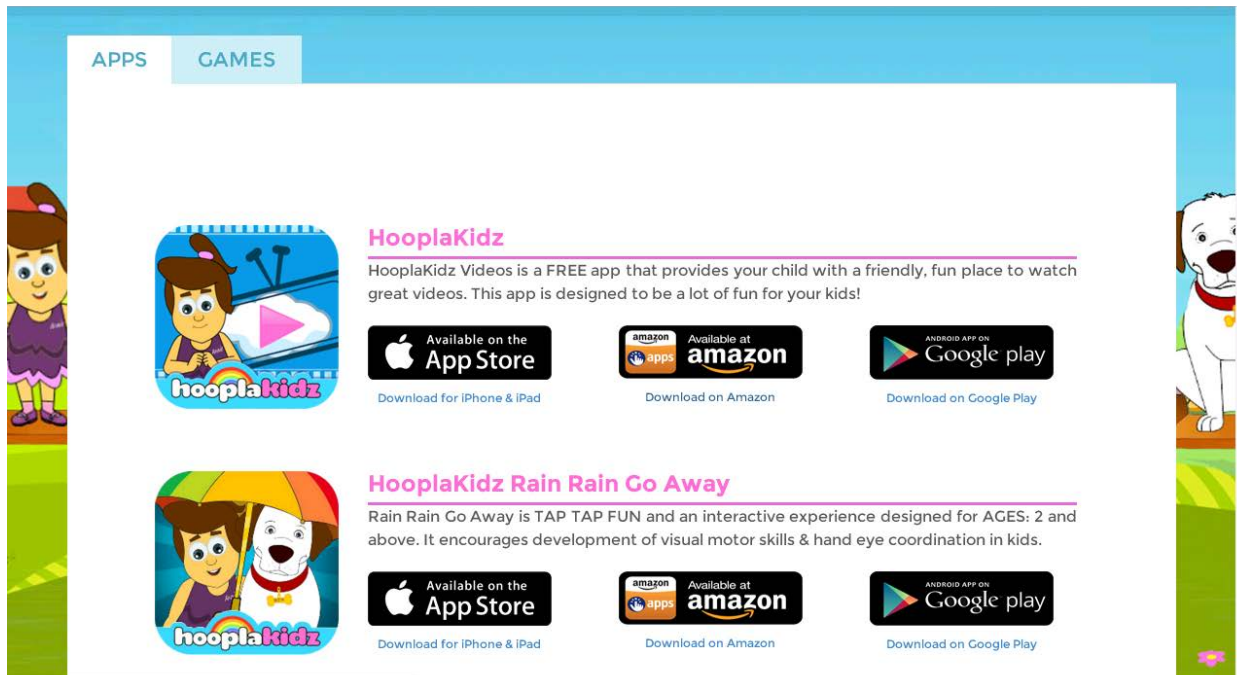
- **Hooplakidz**

<http://www.hooplakidz.com/>

Description: Hooplakidz is an educational and inspirational website. It is very entertaining and contains a wide range of videos for children. The website contains

nursery rhymes, TV shows, puzzles, memory games, easy and creative recipes and featured shows. It requires a simple registration, but afterwards is available for both parents and teachers' use. It is suitable for children from preschool age and up.





The screenshot shows the HooplaKidz app store page. At the top, there are tabs for 'APPS' and 'GAMES'. The first app listed is 'HooplaKidz', described as a FREE app for watching videos. It is available on the App Store, Amazon, and Google Play. The second app is 'HooplaKidz Rain Rain Go Away', described as an interactive experience for ages 2 and above. It is also available on the App Store, Amazon, and Google Play. The page features illustrations of a girl and a dog.

4. HOW TO MAKE SELECTED RESOURCES USED BY CHILDREN

Activities related to the target language should be carefully chosen by the educators. Children need to feel secure with themselves and they should find it reasonable to use the selected resources. That's why the activities:

- Needs to be connected with interesting everyday activities done with or without the parents and/or teachers. It could be about cooking, shopping, singing a song in English, preparing a picture-dictionary, talking about weather condition, listening to a fairy tale, etc. Don't forget that kids can talk about the things that they already know in their home language.
- Needs to be done with the help of child's parents. Parents will choose the best OER for their child's needs and will comment on what is going on in each activity.
- Should be done within a limited time period. Target language can be interesting and fun. However, children shouldn't spend so much time sitting in front of a mobile device.



- Should be chosen by the child himself/herself among the given options. Don't forget that if children find something interesting, they will do it through to the end. If not, they generally won't even it!

*<https://learnenglishkids.britishcouncil.org/en/helping-your-child/how-young-children-learn-english-another-language>

4.1 Additions

By using technology, we can make use of many different activities in order to make our lessons more active for students. What can be done in classrooms if you have an internet connection? The following are some examples:

1. Video Conferencing: You simply need a camera and microphone. Your students can talk to other children from all over the world without ever travelling from their classrooms. They can practise the language they are trying to learn and make new friends in the process.
2. Play games: By using mobile devices, your students can immerse themselves in many different types of educational games. The subjects may vary and this will help them practise any subject they think they are struggling with. You can monitor their progress while they compete with the other students to reach the next level.
3. YouTube has great videos to help students watch and listen the target language. The subject should be chosen by the teacher carefully and after playing the video in the classroom numerous questions can be asked regarding to the video.

While conducting the exercises in the classroom, teachers should keep some important points in mind:

- Keep it short: Very young children have short attention spans, so keep the activities short. They shouldn't be longer than 5 to 10 minutes. You have to prepare a lot of activities and change the current activity when you realise they are losing interest. It can be a song, video, game etc. If you fail to keep them busy, they will start to wander around and/or disturb the others.



- **Get Visual:** Children love visual things. You can use real objects, flashcards, coursebook softwares, videos, flashcards etc. to attract their attention. By touching and interacting with the objects, the new vocabulary and grammar points will begin to stick in their minds. Also, they will generally talk about their experience at home which helps them recall what they did during the lesson. Repetition is always a good way to consolidate what is learned.
- **Repeat and Reuse:** As mentioned above, repetition is a good way to consolidate what is learned. Especially when it is done by the children. They are less apt to forget what they learned. Therefore, teachers should use the newly taught vocabulary again and again. Storytelling activities and using flashcards can help you do this. Most likely children won't forget the vocabulary whether you or they reuse it.
- **Play Games:** For very young learners who are illiterate, games are a perfect way of learning new things; especially the new vocabulary. Memory Game will help you accomplish this. Teachers should take care while playing games not to let the children become too competitive. Let them know that there won't be any losers and don't play the game for too long. The ones who lose their interest may begin to disturb the others.

*Teaching Kids English: 10 Things to Consider. <http://busyteacher.org/2831-teaching-kids-english-10-things-to-consider.html>

*Wainwright, Ashley; 7 fun ways to use technology in the classroom to enrich learning –www.securedgenetworks.com/blog/7-fun-ways-to-use-technology-in-the-classroom-to-enrich-learning

4.2 Assistive Technology in Language Learning for Children

Assistive Technology use permeates virtually all aspects of twenty-first century society, though its integration in early childhood settings and recognition as a developmentally appropriate practice remains problematic. A position is taken that education professionals may be depriving younger learners by not embracing technology usage as a developmentally appropriate practice. Concerns are



presented that both preservice education and inservice professional development require substantial improvement if early childhood education professionals are to both recognize the role of technology in developmentally appropriate practice and develop skills in using it in classroom settings.

Although the use of assistive technology for young children is increasing, the lack of awareness and the lack of training continue to act as major barriers to providers using assistive technology. This summary describes assistive technology designed for use with young children in bilingual environments. This technology can be easily implemented by early childhood professionals. For example, “The Smart Board” (stylized as "SMART Board") is a line of interactive whiteboards produced by the Calgary, Alberta-based company Smart Technologies, which is used primarily in elite private schools. It should be used in all schools that have young learners whom are in bilingual environments. Specifically, we will describe assistive technology tools that support young children’s participation in their daily activities that involve movement and sensory needs, communication, and interaction with materials and offer strategies on how to implement these devices. The Smart Board can allow young children learning a new language such as English immediate access to experiences which lead to the acquisition of skills they need to learn and grow.

Bilingual education is a new way of conceiving the entire range of education, especially for the non-English child just entering school. Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his or her own identity and potential for growth and development. E-books, the Smart Board, and Assistive technology are the best 21st century approaches.

Although bilingual education experts feel that cognitive and affective development should be at the core of the bilingual program, not everyone recognizes these as the primary goals. The main purpose of a bilingual program is to teach English as soon as possible and integrate the children into the mainstream of education; placing emphasis on cultural goals. The main purpose of the program should be to maintain the native language and culture while the children learn English. By placing emphasis on the linguistic and cultural side of bilingual education, confusion and



controversy often arise. Although transition to the mainstream and maintenance of the native culture are both important, neither should be the central theme of the bilingual program.

A bilingual program with a transitional linguistic and cultural goal is one that uses the native language and culture of the student only to the extent necessary for the child to acquire English and thus function in the regular school curriculum. Assistive technology does not stress the child's native language (L1) and thus does not teach the student to read or write in the native language. However, it does serve to guide them towards their perspective goal learning (L2).

English-language acquisition is also emphasized in a bilingual program with linguistic and cultural maintenance, but the value of linguistic and cultural diversity is promoted. Children are encouraged to become literate in their native language and to develop bilingual skills throughout their schooling and even into their adult lives. This transitional approach of using Assistive Technology during bilingual education is very crucial.

A number of methods are used in the classrooms to teach children at a very young age a secondary language, in our case English, while they are still coming to grips with their native one. This must be done carefully as not all students learn at the same rate. Some require more attention from the teacher than others, however all must remain involved. Certain assistive technologies are available which, when used properly, may make the learning process much easier for both the students and teachers. You can find some of these technologies in the paragraphs to follow.

4.3 What are Enabling Technologies?

In teaching a foreign language to children of a young age, one must at times be very creative in using what technology is available. Obviously not all schools have access to the same materials and therefore you must make the best of what you have. A smartboard is a wonderful classroom tool which can offer a variety of different methods for teaching. With an internet connection one can easily find a multitude of resources to enhance the lessons. First of all the smartboard is interactive, allowing



you to involve your students personally in the lesson. Language games can be played which require the student to make choices based on what he or she has heard. This can also assist you in determining what level of comprehension your students are at.

A smartboard, or in other cases a desktop computer or laptop, also provides you with the opportunity to show you students videos. These videos are generally cartoon or animation oriented and created specifically for the age of your students. Since students normally enjoy videos it raises their excitement in learning the lesson, making teaching easier. Since some students are more visual learners rather than audio, videos are an easy way to reach both types. Smartboards, desktop computers and laptops are all designed to also play audio files.

Children normally love songs, rhymes and stories and they are easier to remember and repeat. Most classroom textbooks come with an audio CD filled with songs which pertain to the lessons being taught. If smartboards, desktop computers or laptop are not available, a simple CD player will suffice. Ultimately it is up to you as teacher to get creative with the technological materials available to you.

4.4 Convert Text to Speech

Converting text to speech is best accomplished interactively between the teacher and the student. The teacher says a word and the students repeat it, thus they hear the word's correct pronunciation. However, in some countries the teacher may be speaking English with an accent, thus confusing the students. Using the aforementioned textbook CD may alleviate this problem as the main vocabulary words are normally contained on it.

Playing word-associated games is a fun way to not only teach vocabulary, but keep the students interest in learning as well. After having taught specific words the teacher may try a game where the students are divided into teams and flash cards with the words are shown to them. Each team/student takes a turn saying the word on the flash card shown to them and points are earned for correct responses. Developing a reward system for the winning team will encourage the students to



focus more closely on the words and pay more attention when future vocabulary words are taught.

Reading selected words or sentences aloud not only helps to reinforce a student's pronunciation, but may also help the student become comfortable with talking in front of others. It further strengthens their ability to recognize the written form of a vocabulary word, visualize its meaning and then transfer that word into speech.

Web-based speech programs and games allow students to speak into a microphone and inform them if they said the word correctly. Finding ones which are appropriate to the students' level will take some researching on the teacher's part. However, if the internet is not available within the classroom then a wide variety of language learning computer software is available for purchase.

4.5 Conversion of Speech into Text

Having students of a very young age convert speech into text is difficult. Many of them are just coming to grasp with how to write the basics. However, there are some possible activities teachers can try which may garner success. Simply writing the alphabetical letters as the teacher says them is one. Have the students repeat the letters and then write them. This will help boost their ability to both say the letters and recognize its written form. If the class is advanced enough, the teacher can move on to vocabulary words. Ultimately, through a lot of trial and error, the teacher will have to decide what his or her students are capable of when it comes to writing what they hear.

4.6 Conceptual Maps (offline and online software)

A concept map is a form of visual organizer. It enriches a student's understanding of a new concept. These maps can be developed and used both offline and online, with the latter being through software. Using a graphic organizer helps students to understand and organize new information. It can also help them make meaningful connections between the main idea being taught and other information. They are generally easy to construct and can be used for teaching just about everything. A teacher can create a simple concept map by pasting pictures with their words listed



underneath on a sheet of paper or poster board. Then show how one picture relates to the next and how they all relate to each other.

Most school computers have Microsoft products installed on them. Utilizing PowerPoint one can create either very simple or extremely detailed concept maps, depending on the lesson being taught. If there is enough time a teacher can even create a map using the computer's "Paint" program. Remember not to make them too detailed for very young students. However, as stated before you can use them to cover any subject.

4.7 Preferences

When creating learning materials for students a teacher needs to take into account the different typography styles and colour schemes available. Selecting a typography style which is difficult to read can hinder a young learner's ability to comprehend the words. Use simple styles in larger font sizes to make things clearer and easier to read and comprehend.

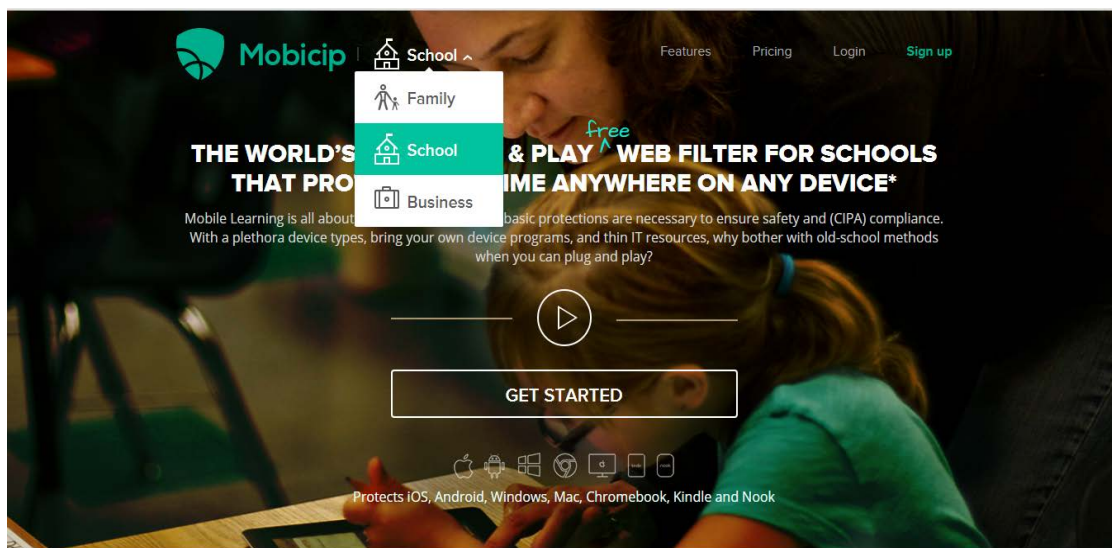
Colour schemes do not always have to be in only the four primary colours: red, blue, yellow and green. However, for the very youngest of students these colours are a good start. Utilizing colours that are too bright can make it harder for you students to read the words. Colour schemes do not only pertain to the typography of a presentation as the background colours are critical as well. A good rule of thumb to remember is if it is hard for the creator to read or see, then it is hard for the students as well. Teachers must find a healthy balance between them all.

5. HOW TO GUARANTEE THE SECURITY TO THE CHILDREN AND AVOID INAPPROPRIATE CONTENTS

Computers are great learning tools, but they can also expose children to dangers like unwanted content and inappropriate contact from adults through the internet. Obviously wide open internet access is not safe for children. Parents, educators and caregivers should limit the danger and help children learn to navigate the internet safely. By protecting their personal information and being cautious about what they view, families can reduce their risks.

On the other hand, as educators we use the term online safety quite a lot since we are mediating our students while teaching them another language. Along with their families, which are their best learning partners, we are also responsible for supervising and guiding our students in using OERs. Since we are concerned about what our students see online we may consider using available software tools consisting the following features.

- **Filtering and blocking** - These tools help us to limit their access to certain words or images.
- **Limiting time** - Our students' time online can be limited and set the time of day they can use the internet.
- **Browsers for kids** - We need to use the browsers which filter words or images that we don't want our students to see.
- **Young learner oriented search engines** - These engines provide limited searches or they filter search results for sites and material appropriate for kids.
- **Monitoring tools** - These types of software do not block the internet access but alert educators to online activity. Some software also helps us to keep track of addresses of websites a student has visited or send a warning message when a student tries to visit certain sites. An example is www.mobicip.com/school





- **Internet service providers' controls** - As customers of internet service providers we may have access to some control software already available to us through their services. This control software blocks the offensive contents of many sites.

5.1 How can we guarantee our children's security in the internet?

As technology develops, it becomes more and more possible to reach information and various content on the internet via new and faster technological devices. When the families can afford these new devices, they buy them for their children for their personal use. So, possibly starting from age of three, children begin to meet and interact with the internet. As one can see by looking around, many children have laptops, tablets or hand-held devices today. Actually, this makes the things related to internet safety and the relation between children and the internet a bit more complicated and harder to deal with.

Children are normally curious about visual outputs, repeatable videos, colorful contents and games on various internet pages. It's almost magical for them and therefore they do not think about the security or how to visit the sites carefully. However, it is crucial to teach them how to use the internet now and in the future. To accomplish this, there is a need for open communication. Whenever children have a problem or something to ask, they should feel comfortable sharing this. As teachers and parents, we should inform our children about how to use the internet. If necessary, we can use the sites together for a time and show them what the threats and unsecure parts are. However, they shouldn't open every content or links that they think are interesting. Therefore, educating children about the dangers of the internet by using some funny ways is a good approach.

In early ages, it is very important that children must not go online with their tablets, hand-held devices or computers. They can play computer games and/or use some safe applications, but never search anything online. This is definitely risky for young children who don't know how to read and write. So, at this point monitoring children while they use the internet becomes a must. Teachers at school and parents at home are responsible for safe internet use. They should always be in contact and constantly support and inform each other.



Children can be exposed to numerous security risks while using the internet. But, it also presents wide and unbelievable experiences of learning for children as long as we monitor them and follow some basic measures. We can talk, agree, decide and set some rules for its use. It is not just about setting some rules, but also to make them alert and informed about how to protect themselves from unsafe content. We can engage our children and their technology and tell them to use internet wisely. Although there are lots of internet filtering tool available, parental monitoring is the key. We can generally provide them with the skills they can use when they are alone. However, for younger kids, parents can place the computer in an open area at home in order to watch what they are doing online.

There are a few ways of restraining the access to unsecure sites and content:

- We should use filtering software to block inappropriate content by age category and not forget that content-filtering software alone won't protect your children online. However, it does reduce the risk.
- We should avoid video cameras on PCs and disable built-in devices on laptops.
- Schools should use an ad-free search engine, filtering softwares and devices.

Some available softwares and programs that prevent unsecure internet use for children:

- **Online Family Norton:** Provides free service in protecting children from inappropriate web content.

<https://onlinefamily.norton.com/familysafety/loginStart.fs>

About Us

Product Features
Mobile Monitoring App
Norton Family vs. Premium

Basic Features

- Web Supervision**
 Lets your kids explore the Web freely, while keeping you in the know about which sites they visit and giving you tools to help them avoid unsuitable content.
- Social Network Supervision**¹
 Provides insight into your child's social media use, including how frequently they log in to Facebook from their PC, and the name and age they use on their profile.
- Search Supervision**²
 Shows you the words, terms and phrases your kids search for on their PC and iOS devices, giving you insights into their interests and helping you keep them safe from inappropriate content.
- Personal Information Protection**³
 Helps your children avoid accidentally giving out sensitive personal information from their computer, including phone number, address, school they attend or email address.
- PC Time Supervision**⁴
 Stay on top of how much time your kids spend online while they are on their PC. You can also set time limits for how long they can use their PC for any website or app.

- **K9 Web Protection:** A free internet filter and parental control software.

<http://www1.k9webprotection.com/>

[ABOUT K9](#) | [GET K9 NOW](#) | [SUPPORT](#) | [RESOURCES](#) | [NEWS & EVENTS](#) | [PARTNERS](#) | [ABOUT BLUE COAT](#)

What do you want to protect?

My Children
from adult content & risky interactions

My Self
from scams or temptations

My Computer
from spyware & malware

My Organization
from adventurous users or threats

Protect Your Children!

An open Internet is unsafe for children and parenting in this digital age is difficult. We provide tools for parents to control unwanted content and provide a safe Internet for your family.

K9 Web Protection is a free Internet filter and parental control software for your home Windows or Mac computer. K9 puts YOU in control of the Internet so you can protect your kids.

LEARN MORE
FREE DOWNLOAD

Download for: [Windows](#) | [MacOS](#) | [iPhone, iPod, iPad](#) | [Android](#)

News & Events

- K9 for iOS Updated
- New K9 Beta for Desktop
- K9 for Android Updated
- Huffington Post CA Recommends K9
- K9 for Android named 'Best Mobile Security App'
- K9 Browser for iOS Featured in New York Times
- K9 for iPhone, iPad, iPod Now Available!
- Beyond Parental Controls: Tips for helping kids of all ages and Macs mix safely.
- Blue Coat Joins Family Online Safety Institute to Protect Kids in the Web 2.0 Model

K9 Web Protection Features

- ▶ **Block web sites** in more than 70 categories, including pornography, gambling, drugs, violence/hate/racism, malware/spyware, phishing
- ▶ Force **SafeSearch** on all major search engines
- ▶ Set **time restrictions** to block web access during designated times
- ▶ Configure **custom lists** for "always allow" and "always block"
- ▶ **Override** a web page block with password
- ▶ Trust the **enhanced anti-tampering**, even children can't break
- ▶ View **easy reports** to monitor and control web activity
- ▶ **Real-time categorization** of new adult and malicious sites
- ▶ Best free parental controls software **internet filter** available
- ▶ **Compatible** with Windows or Mac machines

[Download for free now](#)

Awards for K9

- **KidZui - The Internet for kids:** KidZui is a browser designed and developed especially for children ages 3 to 12. Your children can not open websites other than the listed reviewed sites in the KidZui database.

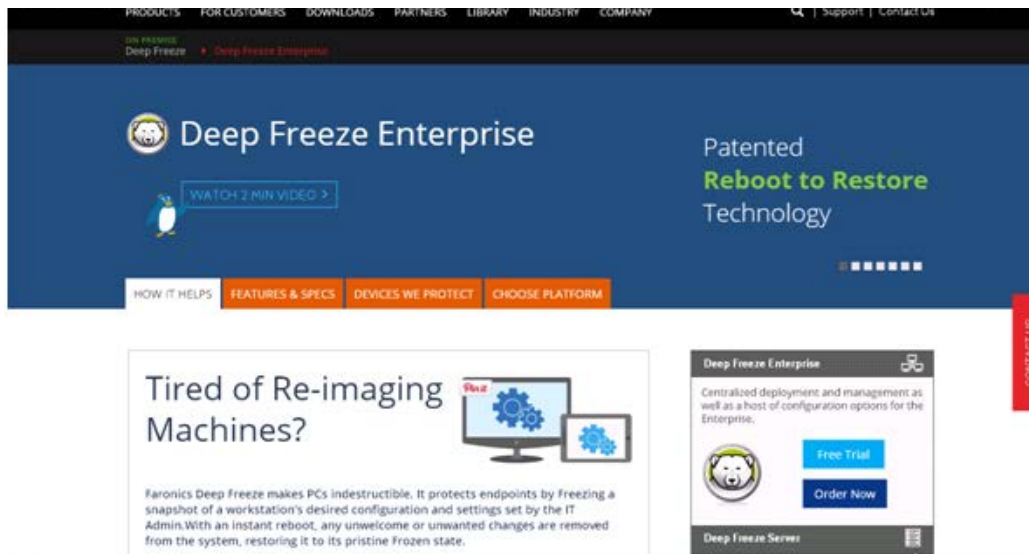
kidzui-browser.software.informer.com/



There are also a lot of paid softwares and programs for schools, big institutions and companies. You will find a few examples below:

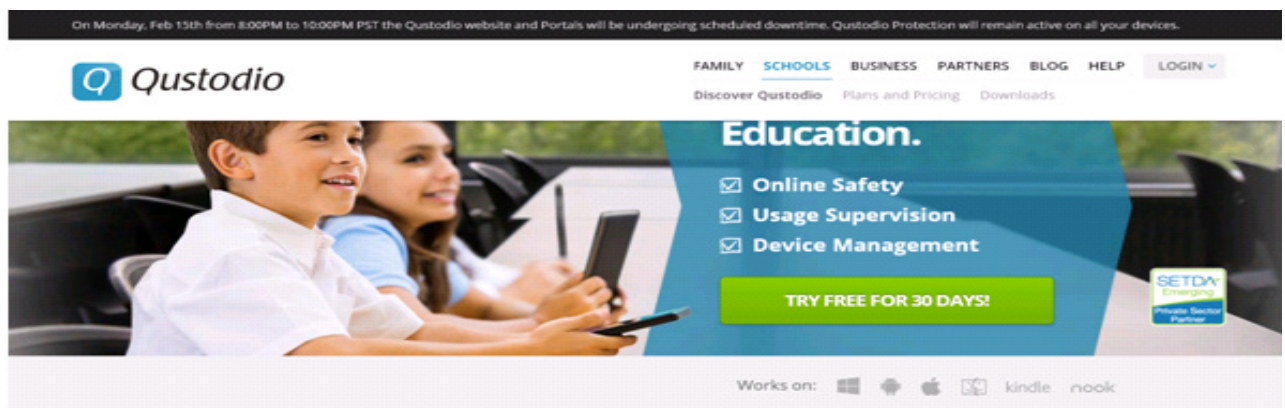
- **DeepFreeze by Faronics:** An application which allows system administrators to protect the core operating system and configuration files on a workstation or server by restoring a computer back to its original configuration each time the computer restarts. As a result, your child will not be affected from earlier use of internet contents.

<http://www.faronics.com/en-uk/products/deep-freeze/enterprise/>



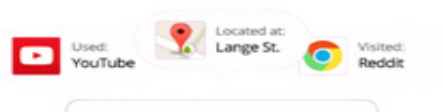
- **Qustodio – Parental Control Software:** A parental control solution for computers and mobile devices which has both free and premium versions. You can see the differences and extent if you visit the website.

<https://www.qustodio.com/en/schools/>



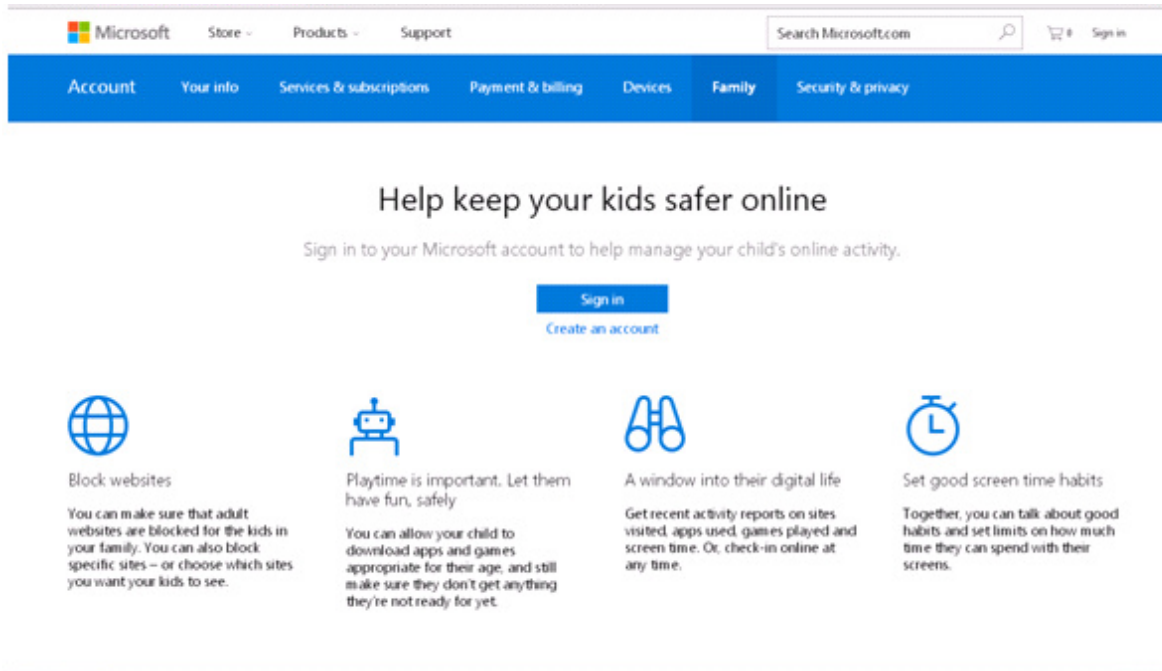
Achieve safer and productive teaching with Qustodio

Qustodio is the multi-user, multi-device solution that gives you



- **Windows Live Family Safety:** Microsoft's free parental controls software. As a teacher or parent, you can block specific sites and applications as well as controlling how long children can use a computer.

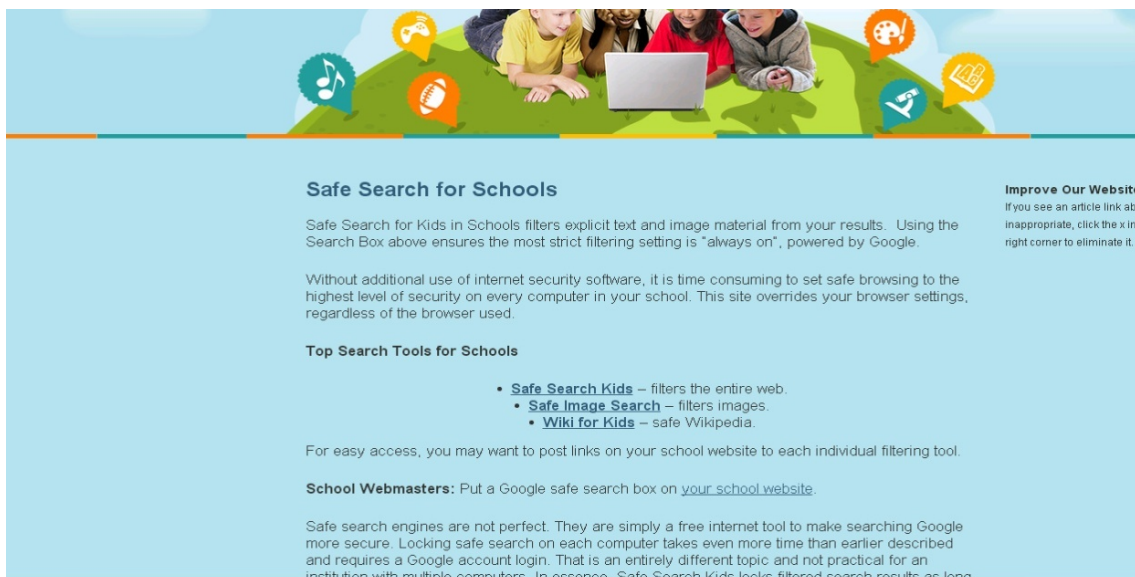
<https://account.microsoft.com/family/about>



The screenshot shows the Microsoft Family Safety website. At the top, there is a navigation bar with links for Microsoft, Store, Products, and Support. Below this is a search bar and a 'Sign in' button. The main navigation bar includes links for Account, Your info, Services & subscriptions, Payment & billing, Devices, Family, and Security & privacy. The main heading is 'Help keep your kids safer online' with a sub-heading 'Sign in to your Microsoft account to help manage your child's online activity.' Below this are two buttons: 'Sign in' and 'Create an account'. There are four icons representing different features: a globe for 'Block websites', a robot for 'Playtime is important', binoculars for 'A window into their digital life', and a clock for 'Set good screen time habits'. Each icon has a brief description of the feature.

- **Safe Search Kids:** A safe search tool that filters search results to enhance your child's safe search experience.

<http://www.safesearchkids.com/>



The screenshot shows the Safe Search Kids website. At the top, there is a banner image of children sitting around a laptop. Below this is a section titled 'Safe Search for Schools' with a sub-heading 'Safe Search for Schools'. The text describes the tool and its benefits. There is a section for 'Top Search Tools for Schools' with a list of links: 'Safe Search Kids', 'Safe Image Search', and 'Wiki for Kids'. There is also a section for 'School Webmasters' with a link to 'your school website'. At the bottom, there is a section for 'Improve Our Website' with a link to 'right corner to eliminate it'.



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- Teaching Kids English: 10 Things to Consider
<http://busyteacher.org/2831-teaching-kids-english-10-things-to-consider.html>
- Wainwright, Ashley; 7 fun ways to use technology in the classroom to enrich learning –
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