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Delivering English Classes with Internet Resources
in order to develop listening and speaking skills
for First Grade of Basic Education of La Salle Elementary School

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DEDICATION

This graduation work is dedicated to my family, my husband and my two lovely daughters. With their love and patience they motivated me every day in my studies and job.

ACKNOWLEDGMENTS

Here I express my gratitude to my professors in the University of Azuay, especially to Dr. Ion Youman, who taught me Phonetics. He was very exigent and whose dedication and dominion of the subject I admire.

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RESUMEN

Esta tesis presenta el diseño de un sitio que contiene material educativo para el primer año de básica en la Unidad Educativa San José de La Salle en Cuenca. Este trabajo es un complemento del libro el cual se usó en la Institución. Uno de los principales objetivos fue la aplicación de estrategias creativas para el desarrollo de dos destrezas como son halar y escuchar mediante el uso de recursos de internet. Para alcanzar este objetivo, yo me apoyé en tres teorías del aprendizaje que son: Conductismo, Aprendizaje Significativo y el Constructivismo, las cuales proporcionaron las directrices en la construcción del sitio en internet. El resultado del diseño y creación de este sitio diseñado para niños, los estudiantes disfrutaron el aprendizaje del inglés. Una de las conclusiones es que el uso del material de internet ha hecho posible que los estudiantes aprendan los contenidos del curso en un período más corto de tiempo y de una manera mucho más fácil.

ABSTRACT

This thesis presents the result of a project of designing a complete one year English as a second language course, with intense use of multimedia educational material, to be used with children from five to six year old of First of Basic in Unidad Educativa San José de la Salle in Cuenca. The project is a practical work, but it is based on pedagogical theories, which are explained in Chapter 1.

This thesis describes the contents of an internet site that was created to help the learning strategies. It contains free software programs, videos, songs, interactive games, storytelling, printable material, on line exercises and music. Contents were selected to accompany *My First English Adventure* English book, number two by Pearson, used in la Salle School.

INTRODUCTION

The present work designs and develops a process of teaching and learning English using internet resources for the first grade of basic education.

Thinking about my personal experience in learning English as a second language, I came to know that learning by rote does not contribute much to integrate new meanings. English can not be taught in a mechanical way, nor be based on memorization. Memory is indeed an important intellectual capacity, but there are better ways to accumulate knowledge, especially with small children, than simply memorization.

The teaching process becomes easier when children have a good ambient in the classroom and when they do activities that they like to do. Since children love singing, playing and watching videos, English classes become more enjoyable when children are given the opportunity to interact with audio visual educational materials. In this nontraditional, relaxed way, they do not need to make much effort to learn or understand a new language. If the goal is that the student gets certain capacities or abilities, the teacher must design classes effectively, considering the internet resources he uses are his most powerful ally.

To have pleasant experiences while learning English encourages the student to become personally committed to acquiring knowledge and to get involved in the learning process. There for, I looked for the best websites and internet materials to show my little students that learning is fun, and that every word or phrase is more than a concept, because English is an instrument that helps us to communicate in another language.

This work develops a proposal to teach English to First Grade students with intense use of multimedia resources. It is divided into four chapters.

The First Chapter surveys the level of knowledge of the entering students. The Second Chapter deals with three Pedagogical Theories applied in the project. The first one is

the Behaviorist Theory. In my opinion, this approach represents the beginning of the teaching and learning process, the foundation upon which teachers will build children's knowledge in general. The second view is the Meaningful Learning Theory, which points out that it is important to enlarge and expand the cognitive structure, by establishing connections between new pieces of knowledge and old ones. And finally, the Constructivist Theory which explains how children are able to understand English vocabulary presented in other situations or build their own sentences.

The Third Chapter presents the contents of the book *My First English Adventure*, number 2, for First Grade of Basic Education used in La Salle School, by the publishing house Pearson, which sets the agenda for the selection of the complementary internet resources.

Lastly, the Fourth Chapter shows the realization of the lessons planning in a normal classroom, as well as in the audiovisual classroom, and the results of its evaluation.

There are two persons, both of them American, who have greatly influenced in my decision of becoming an English teacher. They are Frances Pazmiño, the English Coordinator at the Rosa de Jesús Cordero High School eleven years ago, and Mario Herrera, the author of *Backpack*, the famous series of English books for children. Certainly, learning from them how to be a teacher was really a wonderful experience. I could not have been luckier at having these professional models in my life.

Frances Pazmiño, now a teacher in the United States, taught me how to make daily and weekly planning. At the beginning she exemplified before us some teaching techniques, and then she had the ability to motivate us in order to elicit many activities from us. She gave us many ideas and didactic material that were very useful in this process. Frances accompanied me day by day. She used to visit my classes once a week. It was a nice experience to be with her in the class.

Some years later I had the opportunity to know Mario Herrera, a creative and energetic great teacher. To have him as an example helped me to understand that each class must have fun, be different from every other, even if they all have the same

scheme. He was my second leader who set me on track in this task of working with children.

Studying in the University allowed me to understand more about the profession of being a teacher. Studying four years, from Theories of knowledge to Phonetics with Dr. Youman, has given me the best tools to grow as a person as well as a teacher. I am grateful to the professors who taught me all these four years.

This thesis is the outcome of what I have learnt since I first became a teacher. La Salle High School has given me the opportunity to apply and practice what I have learnt in the University classrooms. Here I describe the educational theories that I have made use of in order to set up an internet page full of multimedia resources that has served as an invaluable complement to the classic book and board. The internet address of the site is: *<http://tinyurl.com/myfirstenglish>*.

Building the website has motivated me to continue looking for more techniques and strategies that help me to get a deeper understanding of the ways children learn. That is why during these years I have tried to understand children's favourite activities, how they are immersed in interactive games using a console or now use a computer for having fun. Thus I have employed games, songs, videos, and many kinds of activities that I have found in the internet. With this variety of resources I came to ascertain that the teaching and learning process can be enjoyable, and also that internet resources greatly facilitate the gradual practical acquisition of a foreign language.

CHAPTER DIAGNOSTIC

Since I started teaching English to students of First of Basic Education, I have focused on the process of teaching and learning this language in a communicative way. That is why I have concentrated on developing two important skills: listening and speaking skills.

Students of the First grade have very limited vocabulary and they do not understand what the teacher is trying to communicate. The teacher needs to figure out the questions, make hand gestures and facial expressions to help students guess what he/she is saying. In order to make the classes more attractive and enjoyable, I decided to implement the use of internet resources for each lesson in this year. I have taught seven lessons that you can see from 30 page to 36.

The process of teaching and learning a language is not just a matter of expanding the vocabulary, because it requires to allow the little students to know that they can learn their own ways by playing, singing, moving, guessing, touching, dancing, watching, listening etc.

For me, it was an opportunity not only to discover more about myself as a teacher, but also to let my little students know about themselves. Some tools that I gathered during this time have been really useful in the process of learning. They have learnt how to enjoy time learning English, even while being out of the classroom. Celtic music, lullabies, or audio books become good friends at any time. It helps me to approach some intangible feelings, and also to engage my little students in a new language with emotions and passion.

1.1 Pre-test

In order to have an idea about how much children's know at the beginning of a course, I planned to record a video, which was made with one of my five courses of First of basic, section "E". This class has 22 students. The students are around five years old and most of them have not yet had an opportunity to learn or use

English. It was their first contact with a new language. Some of them had regularly assisted to a nursery school with few English classes.

Many of the children's parents do not know English, and therefore they will have a difficult time helping their sons and daughters with homework and also with correct pronunciation. It is difficult to send homework at this early age because some parents do not get used to put the workbook back in the backpack for the next school day thus creating thus a problem. These are the reasons why I decided not to send any homework.

The academic year begins and everything is new for children of the First of Basic. So, our work team takes three weeks for this adaptation period. I think it is the most important beginning because children learn how to behave in school. Rules are introduced during this period. The tools that we use from the beginning until the end are modifiers of behaviour which help and allow us to improve children's behaviour. Such modifiers let children and teachers know and visualize consequences of actions.

My first English class was an observation in order to perceive students' reaction to questions about some flashcards showing colours and shapes. It was not an entire class demonstration because it was going to be considered the English pre-test.

1.2 Pre-test results and analysis.

As we could see in the video, children did not know much English. Merely they knew some colours or numbers in English. There, for I had to begin teaching from the basic vocabulary. I had to reinforce the pronunciation of /th/ in number three. Ending sounds in five, eight and nine.

The First step was be to let them know me as their English teacher and let them feel comfortable with the new subject.

The children listened to my name and I asked them. "What is your name?" All of them kept quiet until I repeated: "My name is Ana. What is your name?" I made mimics

every time I talked. A student told me his name. Everybody clapped their hands and I continued asking the same question now one by one.

Teacher presented Mickey Mouse puppet.

At the beginning Mickey was very ashamed and scared. He could not come out from the teacher's back until children call his name loudly. Saying: Hello! Mickey. They did it very well. Mickey puppet said his name and asked for each student's name. They love to see Mickey in the class.

Then I proceeded to teach some rules for the class. Words and phrases: Listen, pay attention, be quiet. May I go to the bathroom? They reacted pretty well. Students repeated the words and phrases after me chorally.

Every time I pronounced the words or phrases, they repeated after me and put their right hand behind the ear when I said, listen. Every word had a body language sign.

To finish the first class we listened to a song: Hello Mickey! Mickey interacted with the children and they waved their hand saying Hello! Mickey.

1.3 Observation

In our educational context, an observation is a technique of watching children with the clear goal of collecting information about specific behaviour or ability, which has to be based on solid facts in order to be an objective one.

The classroom I am working with belongs from a private school in an urban area in Cuenca. In the classroom, the first English class as a second language was taking place. The twenty two students are totally new. Ten per cent of them come from nursery schools where they have had one or two hours of English per week.

The subject is presented interactively and it integrates the listening and speaking skills. At this age 100% had any experience with English language, as we can ascertain

in the video. The goal of the class is to motivate students in order to learn English through the use of videos, games, songs, audio books and software programs downloaded from the internet. So that, they will gradually get used to the new language as part of their lives.

The first lesson had the objective of just observing how children reacted to the new ambient and to the new language. This class was conducted with a visual technique which is flash-cards showing shapes and colours. The video does not contain the entire first class, because its purpose was to know whether they had some idea or knowledge of English or not. Children were absolute beginners.

1.4 Analysis of the observation

Everything seemed to be new for them. Students' faces were surprised. They watched the pictures but they did not understand what the teacher was talking about. I think it was a normal reaction in front of a totally new situation. I started to tell them the name of shapes and colours. I did not let them feel uncomfortable or insecure about themselves. Rather was ready to give them the answers and let them know the new vocabulary. The video was record during fifteen minutes of their first English class.

After the adaptation period, I tried to develop listening skills using a report card check list with some aspects to be evaluated. It is on page eight.

1.5 Class Analysis

Evaluating Listening Skills

Check List in order to measure the listening skills.

Key:

E = Excellent

S = Satisfactory

I = Improvement needed

Developing Listening Skills:

1. Students keep listening to some sounds for ten seconds.
2. Students participate clapping and follows the song rhythm.
3. Students listen to understand guess what is the sound she/he is listening.
4. Students draw what he/she listened while staying out of the classroom (backyard).
5. Students remember the right order of what he/she listened while staying out of the classroom during the promenade at the playground.

In table number 1; I present the results of the measure of listening skills.

In table number 2; I present the quantitative grades by periods of each stage of listening exercise.

Table 1

No.	1	2	3	4	5
1	E	E	E	E	S
2	E	E	S	E	S
3	I	E	S	E	S
4	E	E	S	I	S
5	S	E	S	S	E
6	E	E	E	E	S
7	S	E	E	S	S
8	S	E	S	E	S
9	E	E	S	E	S
10	E	S	S	S	S
11	E	E	E	E	E
12	E	E	S	E	E
13	E	E	S	S	S
14	S	E	S	S	S
15	I	E	E	S	S
16	E	E	S	S	S
17	E	E	E	I	S
18	S	E	S	E	E
19	E	E	E	E	S
20	E	E	E	E	S
21	S	E	E	E	E
22	I	S	S	S	I

TABLE 2.
 QUANTITATIVE GRADES OF TABLE 1 EVALUATING LISTENING SKILLS

No.	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	AVERAGE PER STUDENT
1	20	20	20	20	18	19,60
2	20	20	18	20	18	19,20
3	15	20	18	20	18	18,20
4	20	20	18	15	18	18,20
5	18	20	18	18	20	18,80
6	15	20	18	17	20	18,00
7	20	20	20	20	18	19,60
8	18	20	20	18	18	18,80
9	20	20	18	20	18	19,20
10	20	18	18	18	18	18,40
11	20	20	20	20	20	20,00
12	20	20	18	20	20	19,60
13	20	20	18	18	18	18,80
14	18	20	18	18	18	18,40
15	15	20	20	18	18	18,20
16	20	20	18	18	18	18,80
17	20	20	20	15	18	18,60
18	18	20	18	20	20	19,20
19	20	20	20	20	18	19,60
20	20	20	20	20	18	19,60
21	18	20	20	20	20	19,60
22	15	18	18	18	15	16,80
Average	18,64	19,82	18,82	18,68	18,41	18,87

TABLE 3.

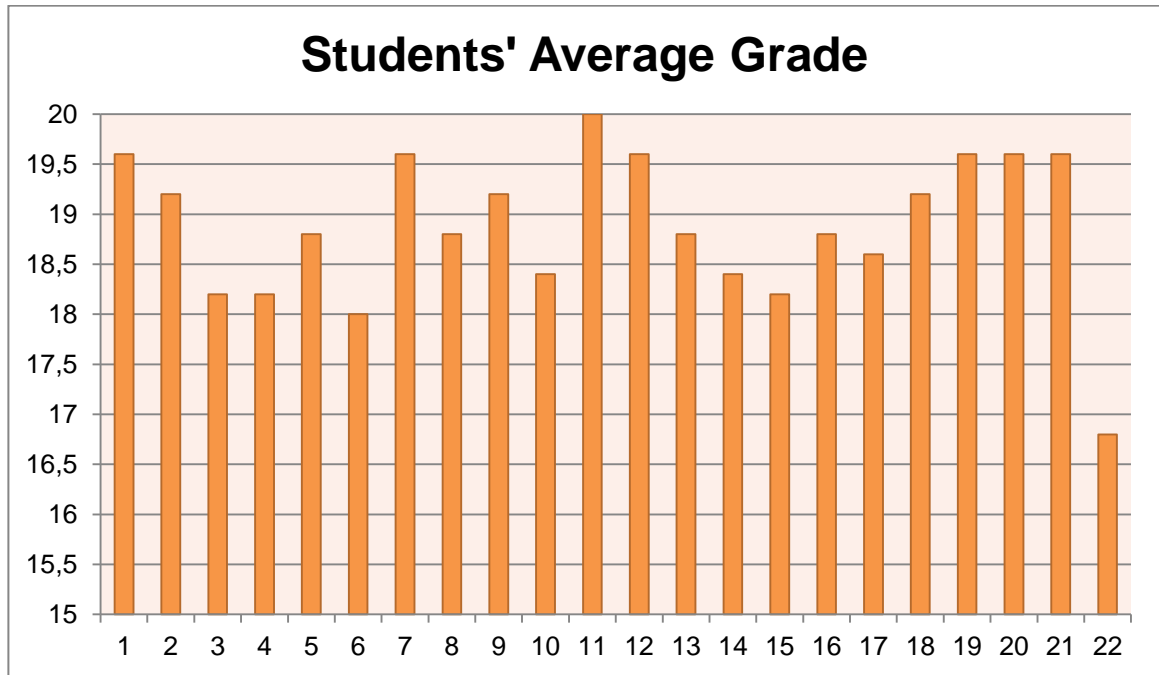
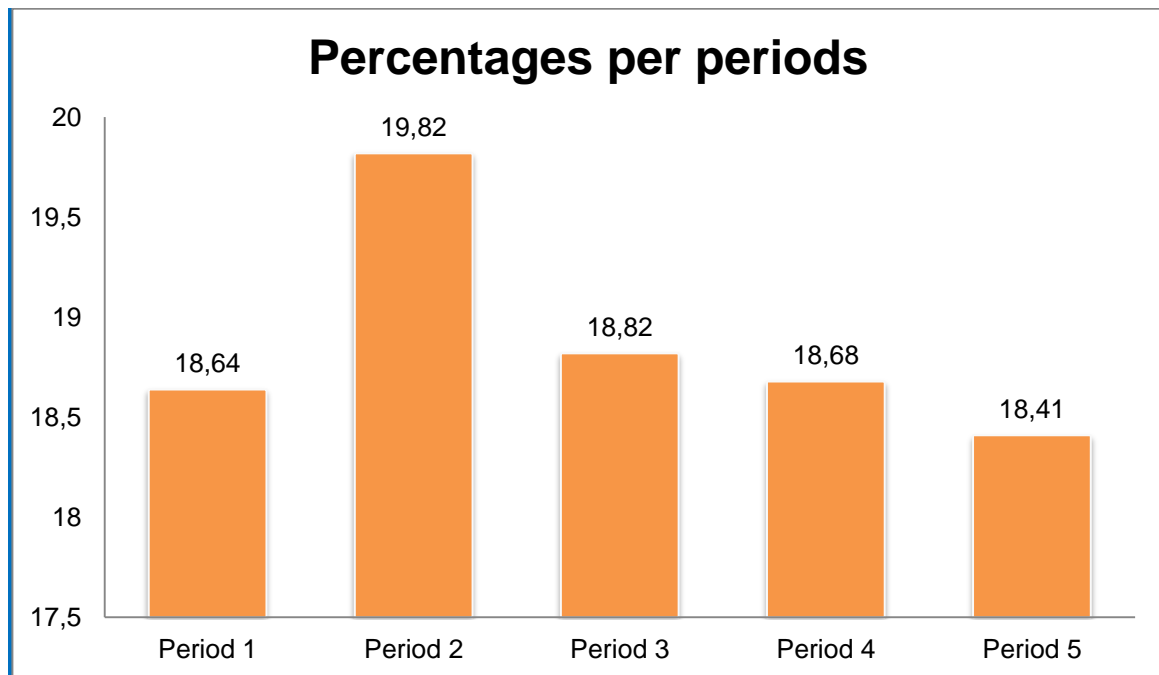


TABLE 4.



After two weeks of learning how to listen, I looked for a list of abilities to be measured, and I found that Lindsay Miller¹ divides this process of listening into three parts:

1. Pre-listening. This is the time while the teacher gives instructions about the activity.
2. While listening. The Student keeps listening to some sounds for ten seconds. Student participates clapping and follows the song rhythm.
3. Post-listening. The Student listens to the sounds and guesses what the sound is. The Student draws what he/she listened while staying out of the class. The Student remembers the right order of what he/she listened while staying out of the classroom.

Table 1: It shows qualitative results of the process of developing listening skills.

Table 2: In order to analyze the results of table 1, I transformed the qualitative evaluation in numerical terms.

Table 3: It shows the average obtained by the students after the evaluation process.

Table 4: It shows the average of the abilities within the process. Ninety five percent of the students have acquired the learning outcomes mentioned on page number 8. Table 4 illustrates the highest average in participation of students, which is 99.1%. This shows that students very much like singing and performing mimes while they sing along.

After the top ranked comes Period Three, with 94.1%. Students listen to sounds and guess what the sound is. Students like playing, and interacting with their classmates. Playing games in teams is very motivating too. Students encourage each other and everyone wants to participate in the activity.

¹ Internet.www.elthillside.com/up/files/article4.doc.

Period One reaches 93.2%. Students keep listening to some sounds for ten seconds. These results show that the length of time during which the student is able to keep his attention is very short, and I have to work on it. Period Four has 93.4%. Students draw what he/she listened while staying out of the class, in the playground. Some students at the age of five do not feel confident or do not have yet developed their fine motor skills.

Period Five shows a 92.05%. Student remembers the right order of what he/she listened while staying out of the classroom. This is the lowest percentage. Sequence in listening memory had to be developed in order to build a listening, drawing or talking scheme.

CHAPTER 2

PEDAGOGICAL THEORIES APPLIED IN THE PROJECT

2.1. Constructivism and Technology in the classroom

The constructivist theory contends that knowledge is not transmitted but constructed. Students generate new knowledge through activities, experiences, and experiments. In order for the students to develop their creativity, the English teacher has to present them other strategies of easy learning, like relating words with real life situations, asking questions to analyze an object (it could be a shape), use strategies or games for predictions, use mimics to interpret the meaning of an English word, etc..

Principles of a General Framework of Constructivism

According to the article “Constructivism...what’s that?”, by Mary Burns, Marilyn Heath, and Vicki Dimock, of the Technology Assistance Program (TAP) of the Southwest Educational Development Laboratory (SEDL), in Austin, Texas², the constructivist theory holds the following principles:

- Learners bring unique prior knowledge and beliefs to a learning situation.
- Knowledge is constructed uniquely and individually in multiple ways through a variety of tools, resources, and contexts.
- Learning is developmental; we make sense of our world by assimilating, accommodating, or rejecting new information.
- Social interaction introduces multiple perspectives on learning.
- Learning is internally controlled and mediated by the learner. (Vol. 1, Nr. 2, Spring 1999)

Constructivists believe that students should be able to show their learning through different forms, not just with written tests. Directed instruction is teacher centred, while hands-on teaching is students centred. Constructivism is considered a learner-

² Internet. www.sedl.org/pubs/tapinto/v1n1.pdf.

directed method. So, the focus of both constructivism and technology is then on the creation of learning environments.

Technology as Cognitive Tools

A cognitive tool is understood in the wide sense designated to any means employed in the classroom to help the group of students construct knowledge; however, I will concentrate on the technological means. Cognitive tools along with constructivist learning environments guide and activate cognitive learning strategies and critical thinking, because they help to construct knowledge and not merely to reproduce knowledge.

A central assumption of constructivism is that learning is mediated by tools and signs. The computer is an example of technological mediation having aspects of both a tool and a sign. An instructional tool provides a richer and more exiting learning environment. Technology can support new understandings and capabilities, supporting cognitive and metacognitive processes too.

Technology is seen as an integral part of the cognitive activity. This view of cognition significantly has an impact on how we think of the role of technology in education and training. The focus is not on the isolated individual and what he or she knows, but on the activity in the environment. The process of constructing knowledge is directed towards creating a world that makes sense to us, that is adequate for our everyday functioning.

The computer makes new learning opportunities available. It activates the role the learner plays in learning with technology. It helps building knowledge bases, which will engage the learners more and will result in more meaningful and transferable knowledge. Technological tools such as videos, audio books and songs develop representative mental models, and then transcribe them into knowledge bases.

The use of technology has several advantages. It helps little students to enhance learning and to promote independence, motivation, responsibility and autonomy in the process of learning.

Visual activities with computer programs help students see how concepts apply to real-world situations. Discovering learning is most successful when students have prerequisite knowledge.

Children learn best when contents are connected to their interests, which means that the curriculum should arise from students' interests. Constructivism allows the teacher to follow a structure in the learning process using the students' prior knowledge and previous experiences.

Teaching English with internet resources is a motivating experience for a teacher. An example of using internet resources and discovering learning are images and songs. As illustrated each image is related to a color of the nature context. "What colour is the sky?" which is certainly a good experience of learning. I used this song in Unit 1. The teacher tells the students that the sun is not always yellow, nor the sky is always blue; and that grass and apples have other colours in the real world too. Songs, videos and mimics help students to learn by relating the multimedia material to a real life situation. Then, when students need to demonstrate their knowledge, they make connections between, on the one hand the question, and the song and mimics on the other. Thus it is easy for students to apply what they have learnt to new situations.

Employing TICS in the classroom is greatly beneficial. By their use, students are able to experiment places or things that they normally would not be able to experience. Internet resources also give students the opportunity to reinforce their knowledge at home and on vacation time. They love to listen to short stories, and to make movements as they interact with the songs. So they learn English while they have fun. In the class, they have the opportunity to participate and interact with the group, motivating each other to learn.

The application of the constructivist theory and internet resources allows teachers to expand contents and ideas into different fields of real situations, and motivate students to discover their own imagination.

Another example of the application of constructivism is storytelling. I used “There is an alligator under my bed” by Mayer, used in Unit 6. Children project themselves into the story. Watching and listening at this story help them not only to understand the situation but also to review vocabulary related to family, dependences of the house, food and other useful phrases. Since they watch and listen at the story once a week, each time they discover more words that they can understand.

Using multimedia resources in the learning process has several benefits. First of all, it allows students to create authentic content and to share their experience with their classmates. Besides, it provides students with better listening skills a chance to demonstrate their knowledge in front of others. Third, it permits to evaluate students while they are interacting in the class, which results in a more pleasant experience than making them face the classic exam on a piece of paper.

Children need to taste the success that will encourage them to do better things, and the teacher should guide them towards that feeling, and show them that he or she experiences the same satisfaction as well.

The most important advantage of using internet resources with little students is that the techniques can be set at a level that suits their degree of development of language use. Another advantage is that students get immediate feedback from the videos or presentations, which allow them to evaluate their own answers while the questions are still fresh. Thus, I usually pose questions to my little students after listening to the songs, so that they immediately apply what they are learning; and if they give the wrong answer, they are given the correct one. Internet resources act as a cognitive tool engaging students in learning while they have fun.

In general, it can be asserted that technology influences teacher’s practice in order to incorporate constructivist principles. A study has reported that as the amount of technology available expands, the level of technology skills of the teachers and the use of technology increases; the use of constructivist strategies in the classroom also appeared to increase.

Technology and constructivism provide additional opportunities for the teacher's development and training in technology use.

It is important to be conscious about the fact that guiding this learning process requires not only to create a suitable context but also to let students discover contents for themselves. Teachers must organize the whole process of teaching and learning in order to assume students as active learners. Teachers have to motivate or encourage students to face many options to discover how they learn. In the classroom, I have ascertained that students do not listen quietly to the songs, but they move their arms, hands head, and make gestures corresponding to the meanings of the expressions they are hearing.

Summarizing one of the main ideas, it should be remembered that constructivism insists on knowledge being constructed by learners rather than being merely transmitted. So, technology permits teachers to provide a richer and more exciting learning environment.

Our concern must be on making learners more responsible of an active learning process. Of course, it cannot be possible outside the classroom without parent's collaboration and control of a five year old child.

2.2 Theory of Meaningful Learning

Next, I will review the main ideas of an interesting article, whose title is "Cooperative inquiry: Developing new technology for children" by Allison Druin³.

Today children are part of the technology advances. Technology has become a natural way to enjoy or discover what they want to know. They are emerging as experienced users of technology. Then it is important to ask if teachers are fulfilling in some way the technology needs of the students.

³ Internet.citeseer.ist.psu.edu/viewdoc/summary?doi=10.1.1.78.7430. Access: 4 February 2012

In recent years many mechanisms have been created which bring technology users into the development process. Thanks to user input, technology can be shaped and changed in ways that may be meaningful and suitable for future technology users.

Using videos, stories, songs, activities, and games emphasize understanding in context. For example, video stories are one of the best tools to develop listening, expanding and reinforcing vocabulary in children. While they listen to the stories very often, they can understand new words each time because they relate the words with the images. Watching and listening to the videos is a motivating experience because students can discover new words by themselves, and better grasp the meaning of the story. Stories gradually become more familiar to them and they understand English without translating to their native tongue. Technology can engage students in challenging authentic learning. This is how technology can facilitate meaningful learning.

As D. Jonassen, J. Howland, R.M. Marra, and D. Crismond say in their article: "How Does Technology Facilitate Learning?"⁴, technologies support meaningful learning when they fulfill a learning need, when interactions with technologies are learner initiated and learner controlled, and when interactions with the technologies are conceptually and intellectually engaging.

Technology is an intellectual partner that supports learning since it helps learners to articulate and represent what they know; supports learners' meaning making; constructs personal representations of meaning; supports meaningful thinking; and contributes to thinking about what they have learned and how they came to know it.

Teaching English demands lots of changes in every day classes. The workforce must be focused on twenty first century skills development. It means that we as teachers need to provide every student with an effective education in order to prepare them to be able to manage English in real situations. It is not enough to transmit information or to simply memorize and store words for future use. Words

⁴ Internet. www.education.com/reference/article/how-does-technology-facilitate-learning/. Access: 4 February 2012

isolated from a complete phrase or without a good understanding do not have a real value for the purpose of communicating an idea or reinforcing language skills. Education must focus on helping students learn how to learn, so that they can manage the demands of rapidly changing information.

Internet resources support and help to develop higher skills. Students learn more deeply, when they have the opportunity to engage in more authentic and enjoyable learning activities, and when they can learn doing things, such as little projects or building words or phrases without the teacher's help.

Furthermore, listening to and watching a story connected with children's reality motivate them to listen to it again and again without being bored by its repetition. The interest generated is exactly the same as when an adult plays over her or his favourite song. Listening and watching stories allow students build knowledge and their comprehension abilities connecting the new words with the context and the pictures.

Authentic learning grows interest for learning; provides opportunities, support and tools necessary to fully integrate alternatives expanding knowledge; and identifies what students need to learn in order to solve problems generating strategies for solutions during the teaching-learning process.

2.3 Behaviourist Theory

In educational settings, behaviourism⁵ implies the dominance of the teacher, as in behaviour modification programmes. The behaviorist theory is necessary at the beginning of a new language learning process, especially when students have not had an experience with a new language. To talk about constructivism or meaningful learning without a basis of knowledge of English language would be as impossible as trying to build a house without foundations. Thus, part of the learning process implies the transfer of knowledge from the teacher to students, using gestures, didactic materials, and significant illustrations of new linguistic elements. All these elements are designed to relate words with pictures using repetition and memorization. This methodology helps me to introduce pre-reading activities or global reading strategies. Children relate the drawings with oral phrases and begin the initial steps of the

⁵ Internet. www.learningandteaching.info/learning/behaviour.htm. Access: 11 February 2012

process of “reading” the words by looking at them. Children little by little become familiar with the words and the pictograms at the same time. Later on they will read the phrases correctly.

**CHAPTER 3 LESSONS CONTENTS FOR THE FIRST YEARS IN LA SALLE
PRIMARY SCHOOL**

3.1 Lessons Based on the Internet Resources

The next six lessons were designed based on internet resources. Children enjoyed watching, listening to, singing, making the mimics, and surfing these sites.

Lesson 1. Shapes and Colors	
	<p>Vocabulary online.</p> <p>Kidskolor easy. Colors, shapes, pages for coloring. Video: What color is the sky?</p> <p>Free Trial program to download.</p> <p>Video: Spelling Alphabet with beginning sounds.</p> <p>Elmo's alphabet rap song. Video.</p> <p>Activities: Which is the square? Which is the rectangle? Online quiz for shapes, count to ..., compare, positions, classify, size and money. Multiple choice exercises. Exercises.</p> <p>Central Park Marmot's map shape. Song.</p>

Lesson 2. My Family	
	<p>Members of the Family. Song: Rain, rain go way</p> <p>My family and me. Song</p> <p>Family Finger Song</p>

Lesson 3. My House



Things of my house. [Vocabulary](#).

Listen and start the show. Home large, home small. [Vocabulary](#).

Download song. [Day-O](#).

Download Day - O. [Lyrics](#).

Lesson 4. Christmas

Merry Christmas and a Happy New Year



Jingle Bells. [Song](#).

Santa Claus Is Coming To Town: [Rock version](#).

Jingle Bells. [Track and lyrics](#). Jingle Bells. [Hip Hop version](#). Jingle Bells. [Rock version](#).

Jingle Bells. [Another rock version](#). Silent Night. [Karaoke](#).

Make a paper bag. [Handcraft](#).

Lesson 5. My Body



Parts of the body. Sesame Street. [Song](#).

Body parts. Sesame Street. [Song](#).

Shake your head one time. [Song](#). Brush your Teeth. [Rap version](#). Online. [Matching body parts](#).

Online. [Game and activities](#).

Look for the differences. [Games](#).

Lesson 6. Food and Numbers



Apples and bananas. [Song](#).

Numbers. [Song](#).

Minisebran. [Program](#).

Food [Vocabulary](#).

Lesson 7. Animals



Picture dictionary. Video in flv format.

[Little Animals Activity Center](#), from the BBC.

- Let's read a story with Story bear.
- Let's play a music game or listen to a rhyme with Foxy.
- Let's play a word game with Digby.
- Let's make something with Micky Maker.
- Let's play a numbers game with Count Hoot.
- Let's visit the gallery with Puzzlesnuff.

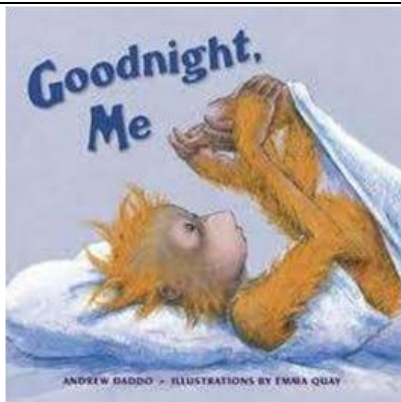
Lesson 8. My Toys



Outside toys.

[Vocabulary and Phrases.](#)

Supplement 1. Stories



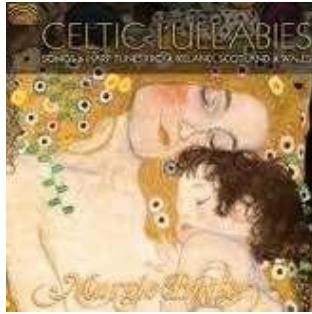
[There is an alligator under my bed.](#)

[Papa please get the moon for me.](#)

[The very hungry caterpillar.](#)

[The mixed-up chameleon.](#)

Supplement 2. Lullabies and Celtic Music



[Time to say Good Night.](#)

[Twinkle, twinkle little star.](#)

[Little butterfly friend.](#)

[Brahms' Lullaby \(Celtic Woman\).](#)

[Brahms' Lullaby.](#)

[Angel's Song \(Chloë Agnew\).](#)

[Ave Maria \(Latin version\).](#)

[You Raise me up \(Celtic Women\).](#)

[Soft Goodbye.](#)

[May it be.](#)

[The Blessing.](#)

ENGLISH FOR FIRST GRADE OF BASIC

I now explain the motivation that has guided the selection of the materials gathered. I have chosen these resources because each song, program, vocabulary and video facilitates understanding, comprehension and memorization of each word in a real context. These resources open an easy way of communication.

It is important to mention that at the beginning I tried to deliver everyday lessons using resources available on line, but it was impossible. The internet connection was interrupted many times during the class hour. In order to avoid this problem, it was advisable to find programs and videos free to download at home. To prepare lessons in advance using the audiovisual resources gave me good results in the successful management of the class.

Students loved watching, singing, making mimics or playing in the class. I could notice during my two years of experience that every time children were exposed to the songs, they started singing and making mimics related to the lyrics of the songs.

Students asked for their favourite videos or songs during the class, and they enjoyed their time learning with much less effort than in the traditional setting where they were exposed to just pictures or plain words. I compared both situations when sometimes I teach the meaning of the vocabulary using flash-cards in the classroom and being in front of a colourful video with song; the process of learning becomes easier, and it is totally different having better concentration.

By showing not only words but also complete phrases, videos help the students to do several things, such as to memorize the spelling, to start reading globally or to repeat what they are singing. As a result of all this, it is easier for them to read words shown in the videos.

These videos have caught the kids' attention. Students showed their love for the videos by clapping their hands or by making approving sounds of cheerful happiness; while they are watching and listening to lullabies, some children hug each other, thus sharing their emotions and feelings motivated by the videos.

Let me comment on two videos. The first of them is "Papa please get the moon for me", which shows that fathers are tender too, since they can do whatever they can in order to see their children happy; they will even do what is impossible, such as taking the moon from the sky with the longest ladder as the mother's image does.

The second video is entitled "The mixed up Chameleon", which shows a reptile that is not happy with himself, with his abilities or appearance. He looks at the characteristic advantages of other animals in the zoo, like the length of the neck permitting the giraffe to see far away. At the end of the story the chameleon wishes to become himself again, because he couldn't survive being a mixed up chameleon.

When time arrived for an oral or listening exam, students sang the songs fluently, and they can easily connect words with drawings of shapes, colours, or establish the correct order of a sequence.

These internet resources have helped me to connect, relate and build meaningful knowledge in my little students.

I really enjoy teaching with internet resources because they facilitate and save time in a short forty minute class. These resources have allowed my students to cover the course contents faster and in an easier way, so that they learn without too much effort or much concentration.

Videos create a harmonious atmosphere. To present several videos one after another helped me to maintain the student's attention for a longer period of time and in an easier manner. The resources used contributed to complete the planned lessons.

Internet resources are my best tool to deliver everyday classes. Updating my teaching materials and keeping track of last advances in pedagogy motivate me to continue looking for educational stuff that goes beyond routine classes.

I usually showed my students the internet resources on Fridays; therefore, Friday classes were long awaited; when they came to meet me early in the morning before the scheduled class, they used to ask me if I had brought my laptop. This is another token that they certainly enjoyed their time in the audiovisual classroom.

Justification of the techniques used

Mimicry. Mimicry helps to motivate children to learn new knowledge. It is a communicational way they use from their early years. It allows to personalize the words, facilitating the vocabulary comprehension. This technique greatly helps to catch the children's attention.

Pictograms. Pictograms, or the representation of an object or action, facilitate the understanding of a word or phrase. They avoid the need of translating the introduced word into Spanish. Actually, the visual method is one of the most used in the process of teaching and learning English.

Repetition and Songs. Repetition is the basis of memorization, if it is used intelligently and not mechanically. It is one of the most effective ways that children can learn vocabulary, phrases and daily expressions.

Songs indirectly reinforce the repetition of the vocabulary, facilitating the memorization of new words in a context. The lyrics I employ are very easy to understand, adapted to the age of my little students.

Stories. Every child remembers stories that they were told in their early years. Stories open children's minds to a world full of characters and events, and they can also encourage the love for reading.

Questions. Listening to questions is a basic requirement in a teaching and learning process. Some questions do not ask for an affirmative or negative answer but give space for many possible answers. Teachers can ascertain in the answers given by the students whether or not they have understood correctly the meaning of the questions.

Following Instructions. When children can rightly follow instructions, they demonstrate their grasping of the language. Following a command is an easy way to verify understanding.

Cartoon Characters. Cartoons are a very important tool for teachers working with five or six years old children. Kids enjoy looking at and listening to cartoons speaking English.

3.2. Lesson Contents

I use the book *My First English Adventure*, number two, published by Pearson.

Lesson 1. Colors and Shapes

Target Language:

- Blue, red, yellow and green.
- Circle, rectangle, square and triangle.
- Hello.
- Good-bye
- I am (Mikey) / I am ...
- Up and down.

Receptive Language:

- This is (Mikey).
- Say hello to me.
- Say good-bye to me.
- Point to red.
- Point to ...
- Show me ...
- Paint.

Phrases:

- This is a red circle.
- This is a yellow rectangle.
- This is a green triangle.
- This is a blue square.
- Draw a square.
- Hello.
- I am She is He is
- Thank you.

Songs:

- Project song.
- Abracadabra song.

Listening:

- Listen and connect the dots.

Lesson 2 My Family

Target vocabulary:

- baby, dad, family, mom, sister and brother.

Target structures:

- Yes. No. She is my mom.
- She is my daddy.
- He is my brother.
- She is my sister.
- It's a baby. Yes. No.

Recycled Language: Hello.

- Good-bye.
- Colors.
- Shapes.
- I am

Receptive Language:

- Open your book, please.
- Close your book, please.
- Who's this?
- Touch (red).
- Stand up.
- Sit down.
- Look at me, please.
- Listen.
- Pay attention.
- Be quiet.
- May I go to the bathroom?.
- This is my family. Who is she/he? Draw, circle, color and match.

Songs:

- Look at me.
- The hello chant.

Lesson 3. My House

Target Vocabulary:

- My house
- Bedroom
- Bathroom
- Living room
- Dining room
- Kitchen

Target Structure:

- This is the bedroom.
- This is the bathroom.
- This is the living room.
- This is the dining room.
- This is the kitchen.

Additional Vocabulary:

- Bathtub
- bed
- sofa
- chair.

Recycled Language:

- • up
- • down
- • colors
- • shapes
- • family words
- • hello
- • Yes
- • No
- my bed.

Listening activity:

- Listen and point.
- Look.

Songs:

- Swish, Swish, Swish.
- Let's Dance

Lesson 4 My Body

Target Vocabulary:

- Head
- Eyes
- Nose
- Mouth
- Arms
- Legs.

Target Structure:

- This is my head.
- These are my eyes.
- This is my nose.
- This is my mouth.
- These are my arms.
- These are my legs.

Listening activity:

- Listen and point.
- Chant: He's beautiful.

Receptive Language:

- This is my body.
- Touch your head.
- Touch your eyes.
- Touch your nose.
- Touch your mouth.
- Touch your arms.
- Touch your legs.
- Move your arms.
- Stop.
- Shake.
- Pat.

Listening activity:

- Look and find.
- Sing and move.
- Touch your Body.

Lesson 5 Food

Target Vocabulary:

- Apple
- Banana
- Cookie
- Milk
- Cheese
- Chicken
- Water.

Target Structure:

- I see an apple.
- I see a banana.
- I see a cookie.
- I see a glass of milk.
- I see a piece of chicken.
- I see a glass of water.
- I see a piece of cheese.

Additional Language:

- One, two, three, four and five.

Receptive Language:

- Cow
- Tree.

Kinesthetic Language:

- Point to.
- Touch
- Open your eyes
- Hop
- Turn
- Jump

Listen and point.

- Chant: Food for me and You.

Listening Selection:

- Look I see one banana
- Look I see a glass of milk.

Song:

- One, two, three

Lesson 6. Animals

Target Vocabulary:

- Bird
- Butterfly
- Fish
- Rabbit
- Cat
- Frog
- Horse

Target Structure:

- It's a rabbit. It hops.
- It is a bird. It flies.
- It is a butter. It flies.
- It is a fish. It swims.

Kinesthetic Language:

- Hop
- Turn
- Sit
- Point to.
- Show me.
- Move your (arm).

Receptive Language:

- What is this?
- It is a butterfly.
- One, two, three.

Listening activity:

- Listen and point.
- Chant. What's This?
- Four fish.
- Two rabbits.
- Three birds.

Song:

- Round and Round.

Lesson 7. My Toys

Target Vocabulary:

- Ball
- Drum
- teddy bear
- Train
- Boat
- hula hoop
- jump rope

Target Structures:

- Your (teddy bear).
- Let's play.
- Point
- Look
- Show me.

Additional Vocabulary:

- big
- small

Recycled Language:

- colors
- numbers
- parts of the body
- Animals
- mom
- Dad
- This is (a drum)
- It is a drum.

Listen and point.

- Chant: A Toy for Me.

Song:

- The Drum Song.

3.3 Sample Lesson in the Classroom.

Body Parts(Lesson 5)

Warm up: Prayer. A student presents the Hail Mary prayer.

The class sing the songs learnt in the previous lessons, and make mimicry in order to review the accumulated vocabulary learnt so far.

Presentation: The teacher uses a special board, where there are pictures and words. On this lesson, Pinocchio's picture is affixed. The teacher asks: "Who is here?", "Do you know him?", "What do you know about Pinocchio?", "What do you think we are going to study with Pinocchio?".

The teacher elicits from the students the new topic of the lesson. She presents the new vocabulary.

She shows the class a spider and says: "There is a spider on the floor. There is spider on my leg. There is a spider on the arms. There is a spider on my eyes. There is a spider on my nose. There is a spider on my mouth. There is a spider on my head".

The teacher presents the song: There is a spider on the floor.

Practice:

Students listen and touch each part of the body. The teacher says: "Touch your eyes, touch your nose", etc.

She places the spider on a student's part of the body and she asks a student, for example, Mateo: "Where is the spider?"

She asks similar questions to several students, one after the other.

The teacher motivates students to follow the instructions and touch the parts of their body. At the same time that students touch a part of their bodies, they pronounce in a choir the corresponding name.

Production: In the *Activity Book* students detach scattered parts of Pinocchio's face and body, and complete Pinocchio's silhouette with them.

The teacher moves around the classroom supervising the activity and asking questions about the vocabulary.

b) Sample lesson based on the proposed resources

Warm up: Power point presentation of Hail Mary prayer. A student presents the prayer.

The teacher presents the song videos containing the vocabulary studied so far in order to review it. It contains vocabulary for colors, shapes, the family, the house and the body.

Presentation: The teacher presents the video about body parts.

Practice: The teacher motivates the students to sing along and to make the mimicry touching the parts of their body.

Production: The students point to their body parts, and sing along chorally. The teacher evaluates the students by looking at them, one by one, as the video is shown several times.

CHAPTER 4

APPLICATION AND EVALUATION OF LESSONS

4.1. Application of the Pedagogical Theories to the Delivery of the Lessons

4.1.1 Resources that enhance listening skills.

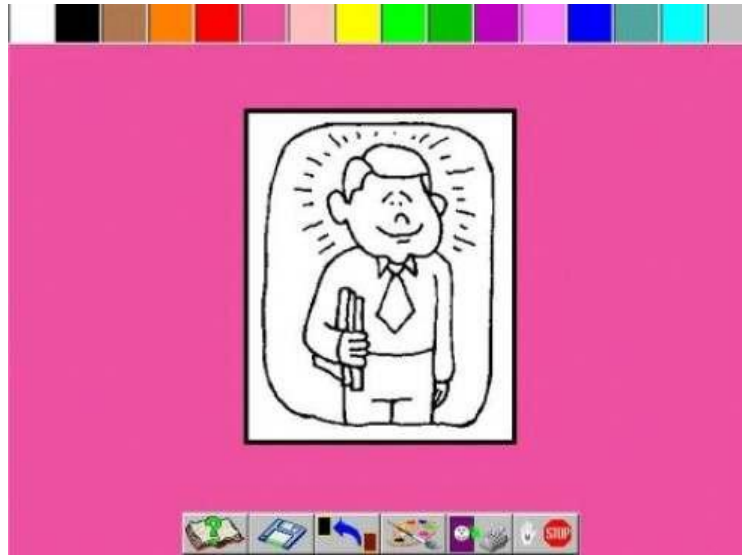
I have gathered the following multimedia resources to develop listening skills, which are describe below.

- a. Kids Color Easy. Software.
- b. Map shape. Video song.
- c. IXL Learning. *List of all of the skills students learn in pre-K*. Internet site.
- d. Printable sheets. Internet site.
- e. Finger family. Video song.
- f. Santa Clause is coming. Rock version. Video song.
- g. There is an alligator under my bed. Video story.

a. Kids Color Easy 1.1

Kids Kolor Easy is a software that will teach kids by saying the name of the color they have selected so that they will learn color names while having fun. Colors are displayed as part of the background always telling them what color they are using. The software allows to work on any drawing taken from other web sites, and admits several graphics formats, such as BMP, JPG or GIF. The World Wide Web has many sites with images for children to color. Parents at home can save the images they like and let their children color them on the computer.

Kids Color Easy provides instant feedback to the student. As he or she clicks on colors and moves over buttons, this software will tell the child what actions they are taking. This allows children to interact with the computer in a friendly manner. It also uses common computer icons so children learn computer literacy as well.



b. Map Shape Song is a video that was used for the oral exams. It presents a song describing shapes. The lyrics are the following.

A square: It has four sides and the sides are the same.

A rectangle: It has four sides like the square. It has two short sides here and two long sides there.

A triangle: It has three sides. One, two, three.

A circle: A shape with no sides is perfectly round.



c. IXL Learning. *List of all of the skills students learn in pre-K.* Internet site.

In the internet site IXL Learning⁶, there is a list of all of the skills students learn in pre-K! The skills are organized into categories, and you can move your mouse over any skill name to see a sample question. Students can practice, and IXL will track their score, and the questions will even increase in difficulty as he or she improves.

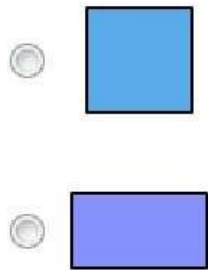
Material for quizzes or exams. Multiple choice exercises.

The screenshot shows the IXL Learning website interface. At the top left is the IXL logo. To the right are links for 'Tell a friend', 'User guides', and 'Help', along with a 'Username' field. Below the logo is a navigation bar with 'Practice', 'Reports', 'Awards', and 'State S'. The main content area is divided into 'Grades' and 'Topics'. Under 'Grades', there is a list of grade levels from Pre-K to Eighth grade, each with a corresponding icon. The 'Pre-K' grade is highlighted in pink. To the right of the 'Grades' list, there is a 'Practice >> Pre-K' section. This section contains a paragraph of text: 'Here is a list of all of the skills students learn in pre-K and you can move your mouse over any skill name to see a sample question. IXL will track your score and the questions will even increase in difficulty as you improve!'. Below this text are three categories of skills: 'Shapes' with sub-items A.1 Identify circles, squares, and triangles; A.2 Identify squares and rectangles; and A.3 Identify cubes and pyramids. The next category is 'Count to 3' with sub-items B.1 Count dots (up to 3); B.2 Count shapes (up to 3); B.3 Count objects (up to 3); and B.4 Represent numbers (up to 3). The final category is 'Count to 5' with sub-items C.1 Count dots (up to 5); C.2 Count shapes (up to 5); C.3 Count objects (up to 5); and C.4 Represent numbers (up to 5).

⁶ Internet. www.ixl.com/math/pre-k. Access: 26 July 2010

Practice >> Pre-K >> Shapes: Identify squares and rectangles

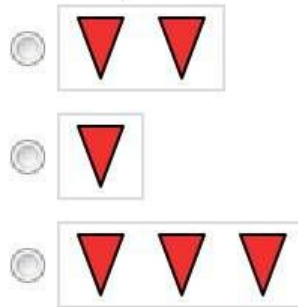
Which of these is a square?



The site was used to show children that shapes can be moved but they still continue being what they are; in this case triangles are upside down.

Practice >> Pre-K >> Count to 3: Represent numbers (up to 3)

Which picture shows 2 triangles?



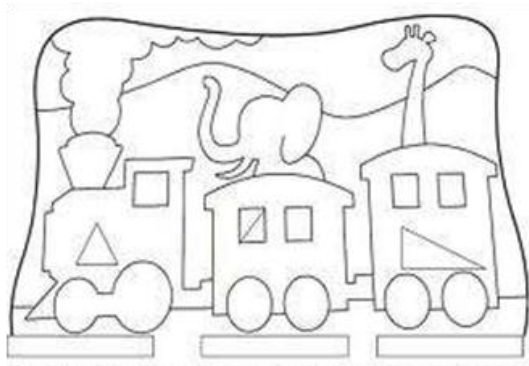
Examples of an exercise. Developing Listening Skill.

Follow the instructions. Color the rectangles yellow, color the squares blue, color the rectangles green and color the circles red⁷.

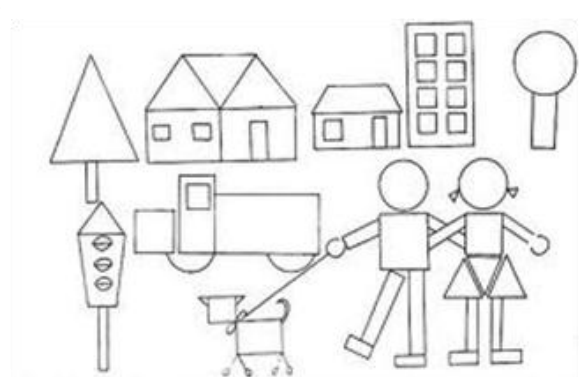
d. Printable sheets. Internet site.

⁷ Internet address of some drawings:

www.google.com.ec/search?q=figuras+geom%C3%A9tricas+para+colorear&hl=es&client=firefox-a&hs=Nss&rls=org.mozilla:esAR:official&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=olWAT_7SE8rAtwfOvrGRBg&ved=0CCkQsAQ&biw=1182&bih=586



Colorea los círculos (rojo), los cuadrados (amarillo), los triángulos (verde), los rectángulos (azul), y demás coloreando libremente un abstrac de colores de ellos.



Colorea las figure geométricas con los siguientes colores: cuadrado (rojo) triángulo (azul) rectángulo (verde) círculo (amarillo)

Parts of the face and colors.

Develop listening skill. Follow instructions. Printable sheet.

Students worked in the classroom with the printed sheets, colouring each part of the clown's face according to certain instructions given.

Colours and elements. Paint the sky blue, paint the sun yellow, paint the grass green and paint the flowers red.



e. Finger family. Video song.

For the second trimester exam students were asked to listen and draw each member of the family on each finger of a hand silhouette



Children learned the meaning of the Christmas Song performing mimes. The first phase of learning is done following the behaviourist method; but in the second phase, I shifted to use what meaningful learning theory says, since the learnt expression is applied in other situation.

For example, the expression “is coming” is introduced with the Christmas song; later on, with the song “Rain, Rain, go away”, the teacher makes a question using the same expression; she asks: “Who is coming?”, and the students answer: “Sister is coming or the baby is coming”.

Once the students have learnt one expression through a song, they are able to practice that expression within another song. By this association the expression is reinforced. In this way, I have combined both methods, behaviorist and meaningful learning, using the first at the beginning and the second last phase. So the two methods complement each other. I have repeatedly used both procedures almost in every lesson with different contents (colors, food, shapes, etc.), songs and videos.

f. Santa Clause is coming. Rock version. Video song.



g. There is an alligator under my bed. Video story.

Students answer questions about the sequence of the story. An example: There is an Alligator under my bed. Students make drawings related with the story to represent what they have watched about it.

Kid's favourite video.

According to the results of the interview, the favorite video was "There is an alligator under my bed". This preference is explained by the fact that all children feel scared at the moment of going to bed; so there is a personal experience functioning as the background, upon which the story is mounted. Within this context, the video includes food and house vocabulary that will be shown in other lessons later on.



4.1.2 Resources that enhance speaking skills.

I have gathered the following multimedia resources to develop speaking skills, which are described below.

- a. Be the First to Align the stars. Game.
- b. The Big Wheel. Game.


- c. The Beach Rally. Game.
- d. What's Loui thinking today? Game.

One limitation I have encountered in the application of exercises with internet resources in the classroom is the each student doesn't have a personal computer I have used some interactive games that I have downloaded from the internet in order to make the students compete in groups in the audiovisual classroom. In this section I describe some of the games used.

Games encourage students to work and interact in group in a peaceful environment. They feel comfortable during the exercises. They have the opportunity to try again. If one of them makes a mistake, somebody else can correct the mistake and go on during the contest.

a. With the game *Align the Stars* I had the opportunity to make the students practice and reinforce the vocabulary and phrases learnt. One student per group participated telling the appropriate phrase corresponding to a picture in the flashcard that the teacher showed. For example, when the teacher presented a bedroom picture, the student had to say "This is the bedroom". If so, the group gained a star to gather several in a row. I used this game in several occasions.

Be the First To Align the Stars



Align the Stars

Instructions:

1. Divide into Teams or use individuals. There can be up to Six teams. *However play by more than three teams is not recommend, as it is very difficult to get four in a row with so many teams.* The colors are: Red, Orange, Yellow, Green, Blue, and Purple.
2. Choose the number of stars required to win. Such as 3, 4, or 5 in a row.
3. Each team or individual is asked a question. If they answer correctly, the teacher will click the star until it changes to that teams color.
4. First team or individual to get the desired number of stars touching wins!
5. Stars can align in rows, columns, or diagonally.

Play

b. The Big Wheel.

The Big Wheel



The Big Wheel

Team Scores

0	Team One
0	Team Two
0	Team Three
0	Team Four
0	Team Five
0	Team Six
0	Team Seven
0	Team Eight

Spin Wheel

Points

Instructions:

- 1) Divide into Teams
- 2) Ask a Question to a Team
- 3) If correct, click the Spin Wheel to choose the number of points that team will receive.
- 4) Type points from wheel into Team Score Box
- 5) Continue until out of questions.

Play

c. Playing with a racing car or a wheel with questions and points was also exciting and both games motivated students to participate, cooperate with their classmates, talk, and interact cheerfully. The questions were about phrases and vocabulary of the lessons.

With these games I have had the opportunity to develop more listening and speaking skills. We could do many interactive exercises especially with the vocabulary and complete phrases.



d. The game *Guess Louie* was applied to guess the title of the lesson, vocabulary, and phrases we were going to review in the class. It helped me to introduce topics of phonetics, such as the sounds of letters, beginning sounds of words, and global reading activities. The teacher showed the title of the each lesson and the students read them looking the beginning sounds of each word. For example: Shapes /sh/ sound, House /h/ sound.



In this game you will try to guess the words or phrases Louie is thinking about in each round.

With your back to the screen, members of your team will give you hints as to what is on his mind, but they cannot say the exact words or phrases. Each round is timed so you have to guess fast!

Continue

What's Louie Thinking About Today?

0	<u>Team One</u>
0	<u>Team Two</u>
0	<u>Team Three</u>
0	<u>Team Four</u>



Team Scores

0	<u>Team Five</u>
0	<u>Team Six</u>
0	<u>Team Seven</u>
0	<u>Team Eight</u>

Round One	Round Two	Round Three	Round Four
Round Five	Round Six	Round Seven	Round Eight
Round Nine	Round Ten	Round Eleven	Round Twelve
Round Thirteen	Fourteen	Fifteen	Round Sixteen

4.1.3 Resources that enhance global reading skill.

a. What color is the sky? Video song.

b. Rain, Rain go away. Video Song.

Students can practice global reading of questions and primary colors: blue, yellow, green, and red.

Children watch the phrase every time they sing along with the video. In this case the question a. What Color is the sky?



Students sing, watch the color and read the phrases.



b. Rain, rain go away.



4.2. Analysis Observation

At the beginning, the content of the thesis was planned for only a trimester period, but when I started using internet resources in my classes, I realized that a trimester was not long enough to have significant results. Then, I decided to work with internet resources the whole academic year.

The impact on children of using internet resources in my English classes was really positive. Their attitude was more relaxed, and I could catch their attention for longer periods of time than in a normal class without those resources. It was not necessary to do a lot of effort to motivate them, or to try to make them talk, since this was spontaneous.

At the beginning of each video I showed them some appropriate mimes they can do. For example, in the video of "Five little monkeys jumping on the bed", I showed the numbers with the fingers moving my hand up and down. After that, I bumped my

head each time a monkey fell off the bed, I pretended I was talking on the phone when mama calls the doctor and I wag the finger to express what the doctor says: “No more monkeys jumping on the bed”.

Thus students came to know the question: How many monkeys do we have now? Students make a subtraction, answer the correct number and continue singing and performing mimes.

Body language helps students to understand the meaning of what they are talking about. It helps them to associate action words with their corresponding action.

4.3 Interviews

In order to gather information concerning the use of resources by the students to evaluate the material used, two surveys were designed and conducted, whose questionnaires are shown next.

I interviewed ten teachers from the School, whom I work with. They have followed the process of my teaching and the majority of them know about the site that was created for my students.

Based in multidisciplinary learning I have taught the same contents in English that children have in Spanish. Teachers stay in the classroom during my hour class. Then, teachers know what and how their students are learning. We interchange planning ones a week in order to know what students are learning in English and at the same time in Spanish. Sometimes I go ahead with the contents, and sometimes I reinforce in English what teachers have taught in Spanish. All teachers at the First Grade of Basic use all the strategies named in numeral six. They are part of Basic Functions. The process of learning for children from two and a half to six years old is based on these and a longer list of Basic Functions, but I named the most important in the questionnaire.

The questionnaire was made in Spanish because the interviewed teachers don't know English.

CUESTIONARIO PARA PROFESORES

El presente cuestionario es parte del trabajo de graduación para la Licenciatura en Ciencias de la Educación con mención Inglés, elaborado por Ana C. Neira M.

Les ruego contestar las siguientes preguntas de la manera más objetiva posible. Su información será de utilidad para evaluar los recursos y estrategias empleados durante el año lectivo 2010 – 2011.

Les agradezco su colaboración.

1. ¿Permite el uso de recursos de internet el ejercicio de las inteligencias múltiples?

_____ Sí. ____ No. _Desconozco por falta de información.

2. ¿Han permitido los recursos evaluar más objetivamente de forma continua?

_____ Sí. ____ No. _Desconozco.

3. ¿En qué medida los recursos de internet han servido como material de apoyo en las vacaciones?

___ Baja. _Media. _Alta.

Otra. Especificar:

4. ¿En qué medida ha aportado el empleo de los recursos audiovisuales al desarrollo de la destreza *auditiva* en el aprendizaje del inglés?

___ Baja. _Media. _Alta.

Otra. Especificar:

5. ¿En qué medida ha aportado el empleo de los recursos audiovisuales al desarrollo de la destreza de *comunicación oral* en el aprendizaje del inglés?

___ Baja. _Media. _Alta.

Otra. Especificar:

6. ¿En qué logro de aprendizaje se ha notado el mayor beneficio de la utilización de la tecnología en el aula? Favor escoger sólo una.

_ Comprender y utilizar expresiones de uso frecuente.

_ Identificar correctamente un objeto o una propiedad solicitados.

_ Asociar un objeto graficado con la palabra que lo describe.

_ Emplear el lenguaje para describir propiedades básicas de un objeto.

_ Responder a preguntas sencillas.

_ Desarrollar la memoria visual.

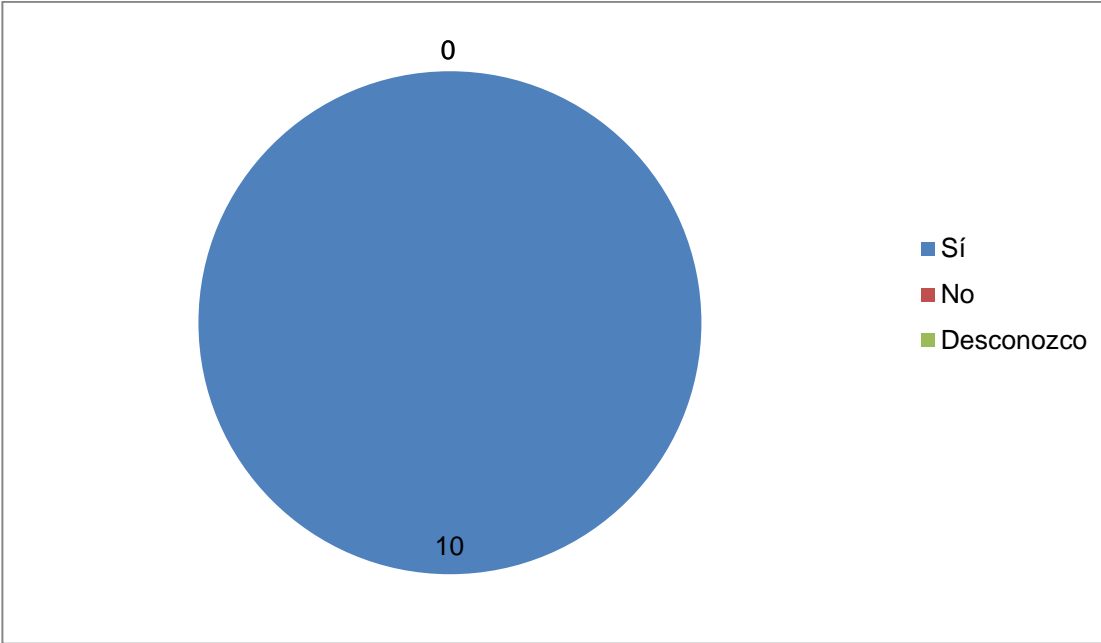
_ Desarrollar la memoria auditiva.

7. ¿Cree Ud. que el sitio de internet: English for First and Second Grade, cuya URL es: <http://tinyurl.com/myfirstenglish>, abierto por la profesora para sus alumnos de primero de básica, sirve como herramienta funcional en el aprendizaje del idioma?

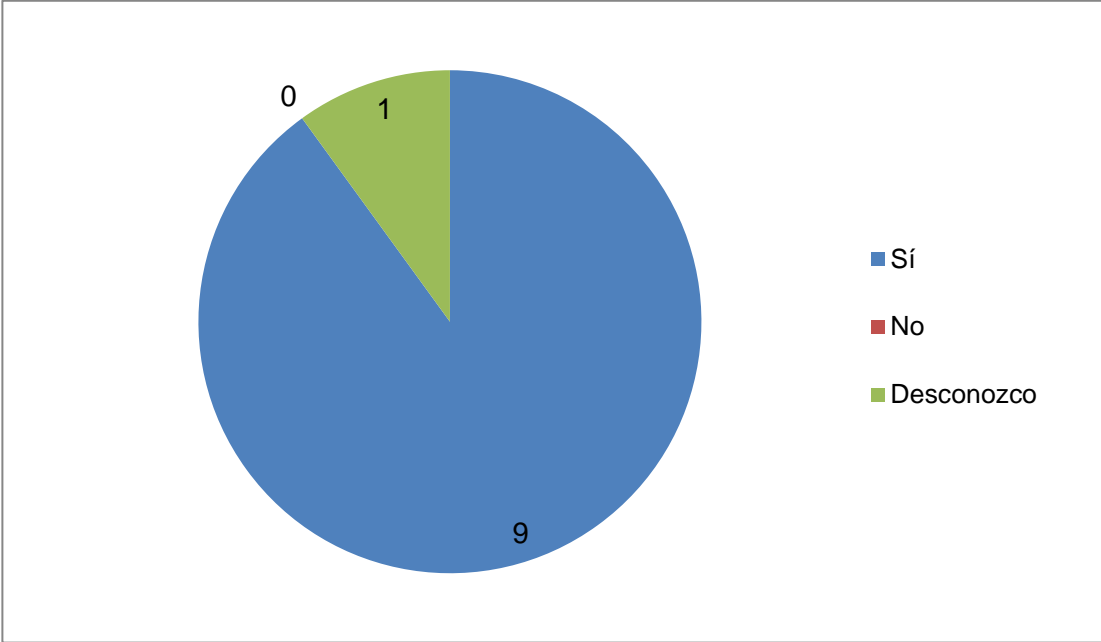
. _Sí. _No. _Desconozco por falta de información.

Graphics of Teachers' Survey

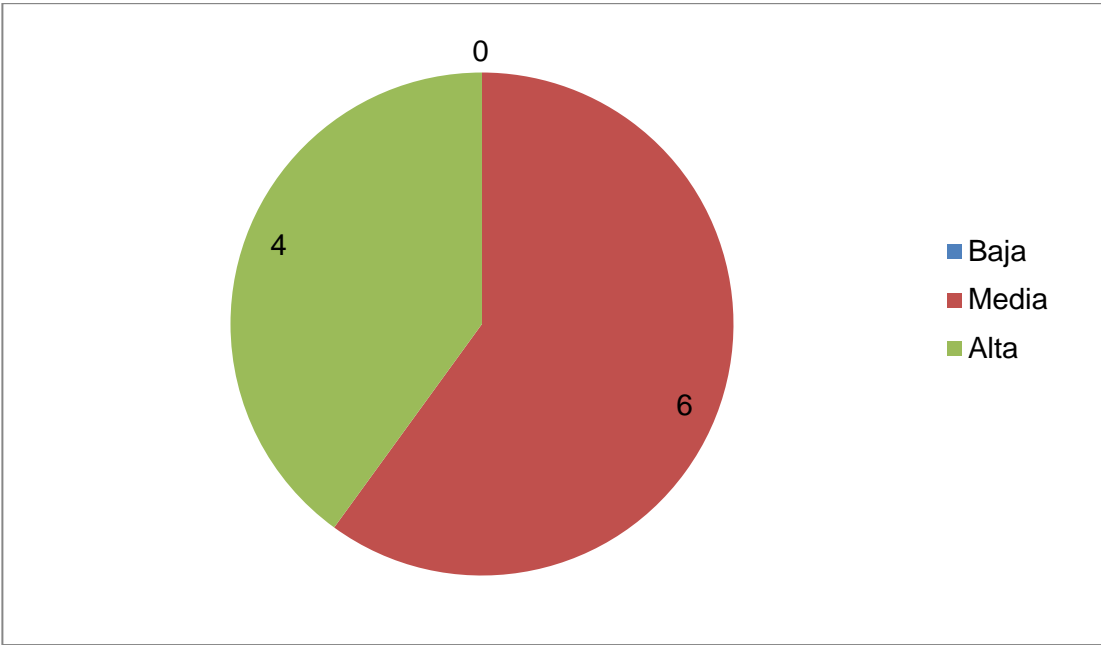
1. ¿Permite el uso de recursos de internet el ejercicio de las inteligencias múltiples?



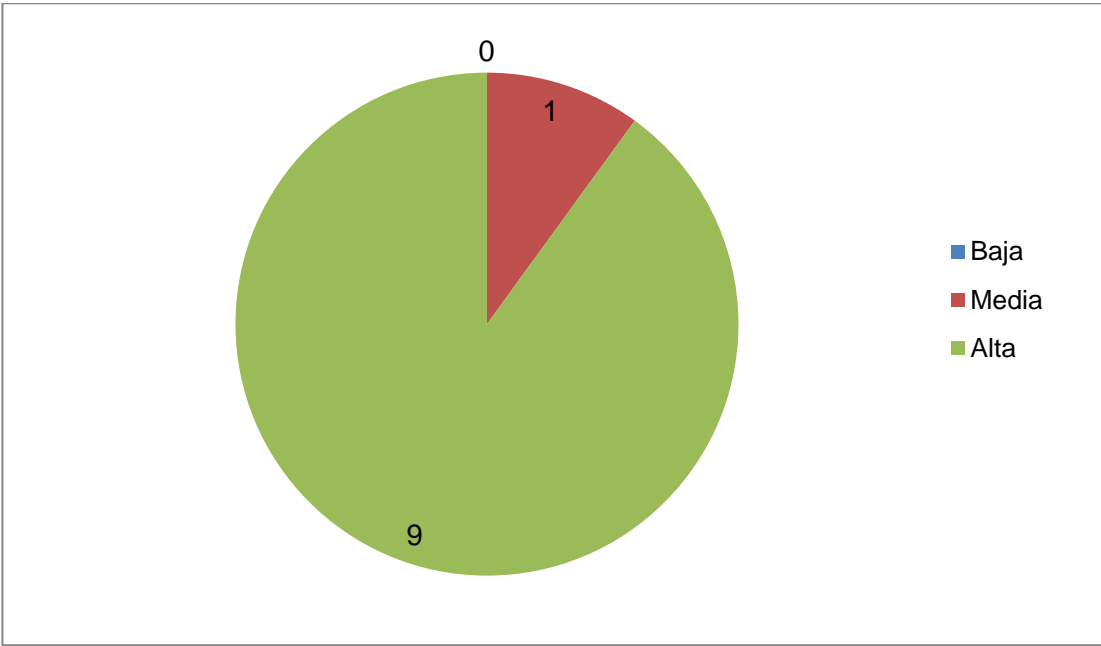
2. ¿Han permitido los recursos evaluar más objetivamente de forma continua?



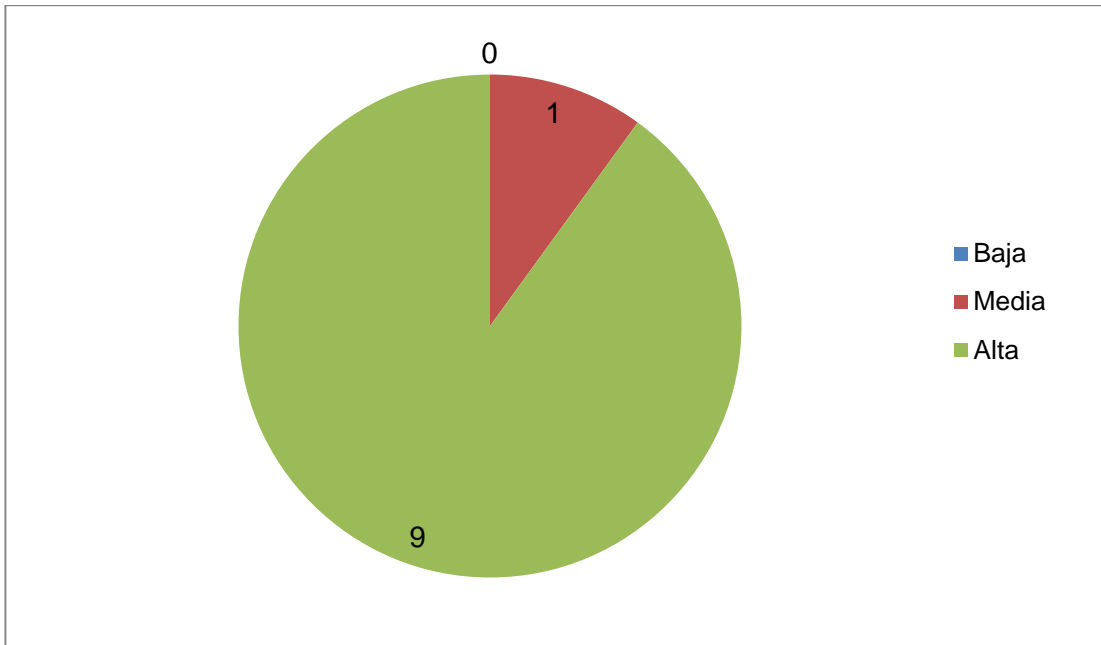
3. ¿En qué medida los recursos de internet han servido como material de apoyo en las vacaciones?



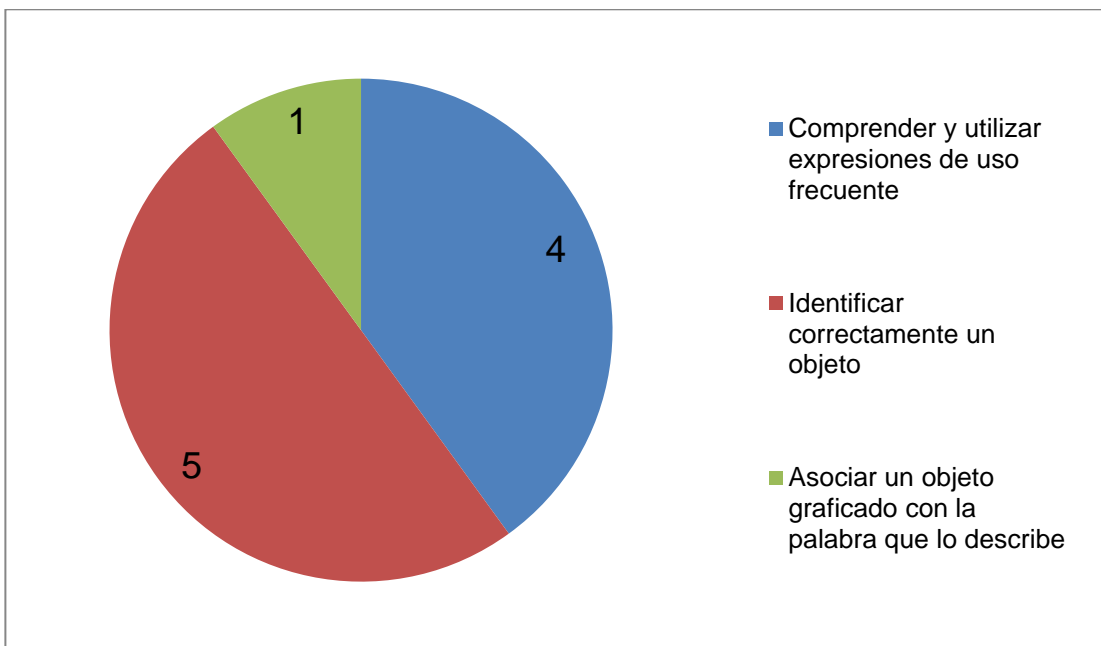
4. ¿En qué medida ha aportado el empleo de los recursos audiovisuales al desarrollo de la destreza auditiva en el aprendizaje de inglés?



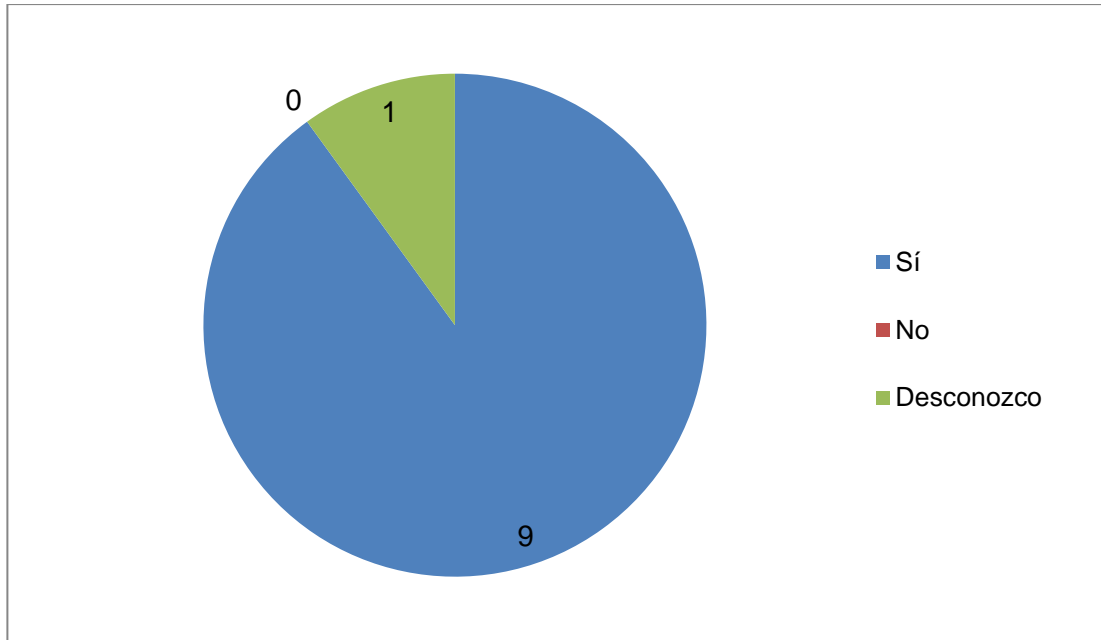
5. ¿En qué medida ha aportado el empleo de los recursos audiovisuales al desarrollo de la destreza de comunicación oral en el aprendizaje del inglés?



6. ¿En qué logro de aprendizaje se ha notado el mayor beneficio de la utilización de la tecnología en el aula? Favor escoger sólo una.



7. ¿Cree Ud. que el sitio de internet: English for First and Second Grade, cuya URL es: <http://tinyurl.com/myfirstenglish>, abierto por la profesora para sus alumnos de primero de básica, sirve como herramienta funcional en el aprendizaje del idioma?



ANALYSIS OF THE INTERVIEW

Teachers know about my job in the classroom and nine of them have visited the site.

The results of the interview show satisfactory results in every question, as we can observe in the graphics.

Looking at the first question, all teachers think that the use of internet resources collected in the site helps to apply personalized learning strategies.

9 teachers out of 10 believe that using internet resources help to develop listening skill better the in the English learning process.

According to half of the interviewed teachers, the internet resources have been more useful in the identification of objects than in the understanding and use of frequent expressions.

ENTREVISTA PARA LOS NIÑOS

El presente cuestionario es parte del trabajo de graduación para la Licenciatura en Ciencias de la Educación con mención Inglés, elaborado por Ana C. Neira M.

Se procederá a preguntar a los niños individualmente para responder las preguntas puesto que, si lo leen ellos mismos, les tomará más tiempo responder las preguntas.

1. ¿Cuál es su video favorito?

2. ¿Cómo le es más fácil aprender el vocabulario de inglés: mediante canciones y videos, o en una clase normal dictada en el aula?

En una clase normal En el aula de Audiovisuales

3. ¿Tiene internet en la casa?

Si No

4. ¿Visita la página de inglés en la casa?

Si No

Si es positiva la respuesta, ¿con quién visita?

5. ¿Visitó la página durante el tiempo de vacaciones?

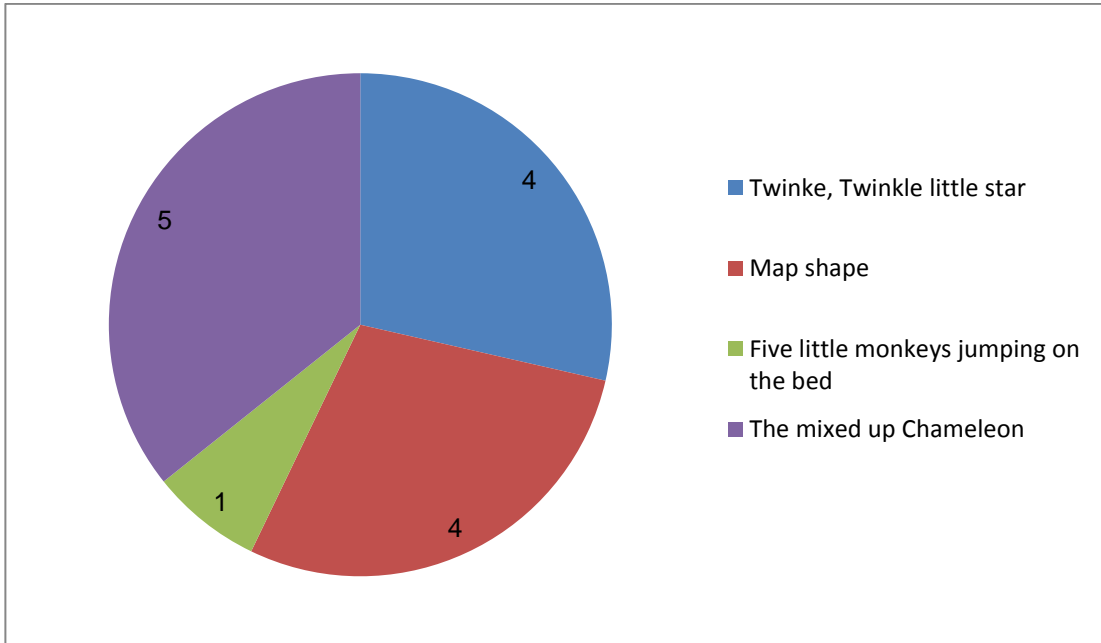
Si No

6.- ¿En las pruebas recuerda Ud. las canciones o videos?

Si No

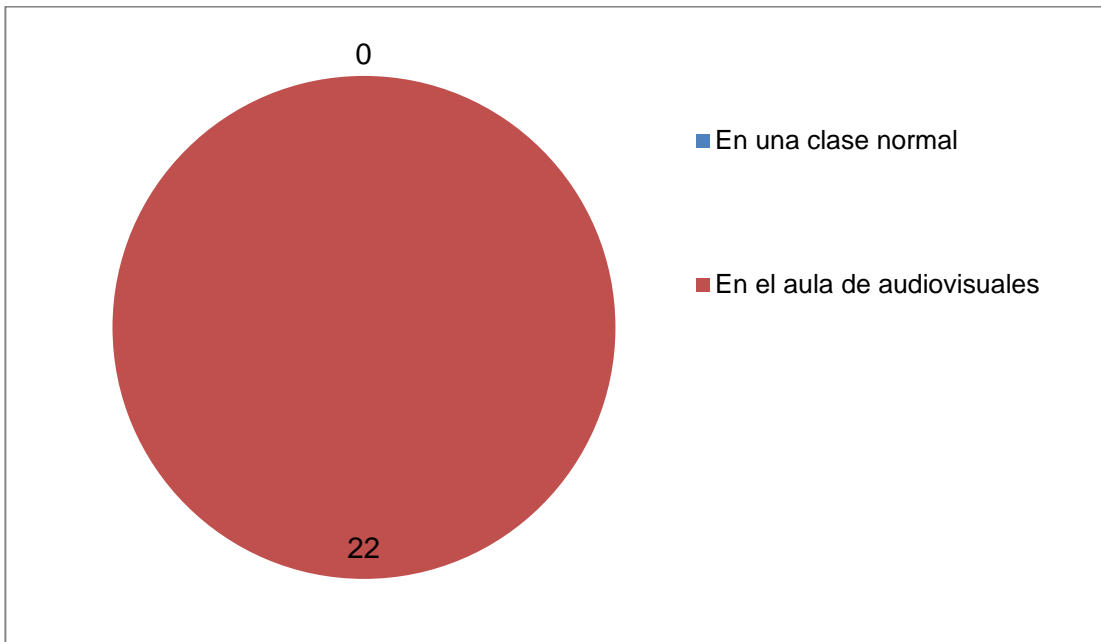
INTERVIEW CHARTS

1. ¿Cuál es su video favorito?

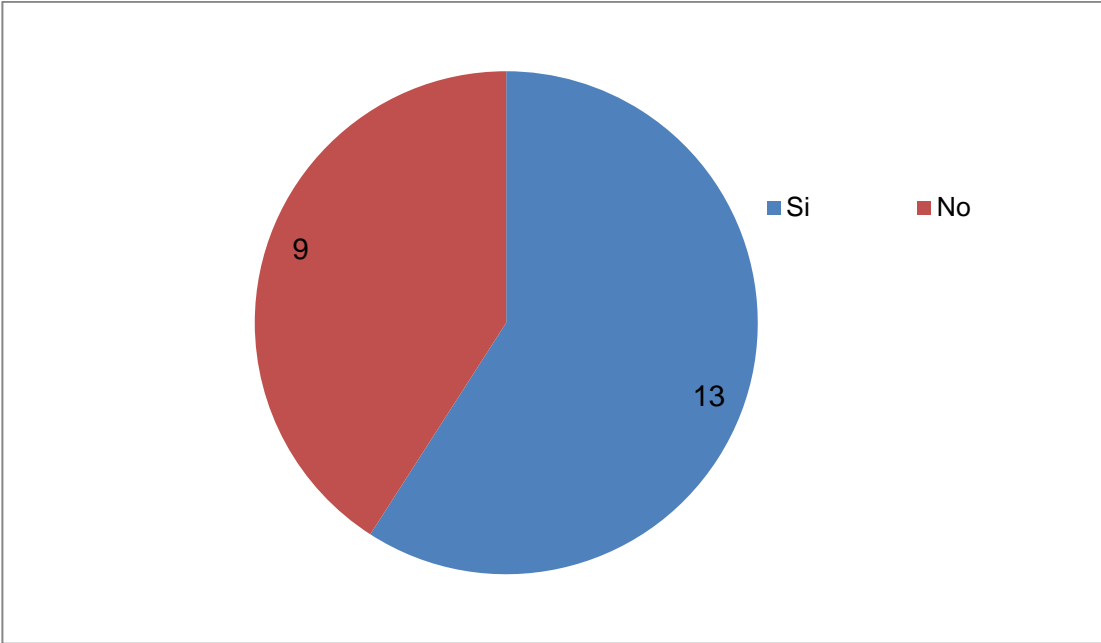


2. ¿Cómo le es más fácil aprender el vocabulario de inglés: mediante canciones y videos, o en una clase normal dictada en el aula?

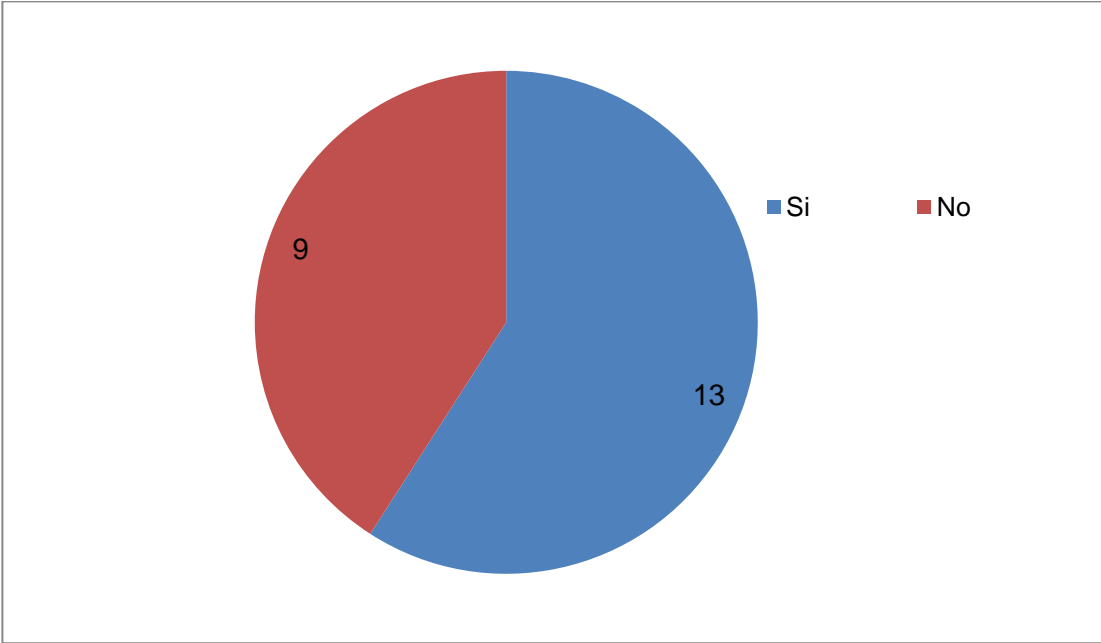
En una clase normal _ En el aula de Audiovisuales _



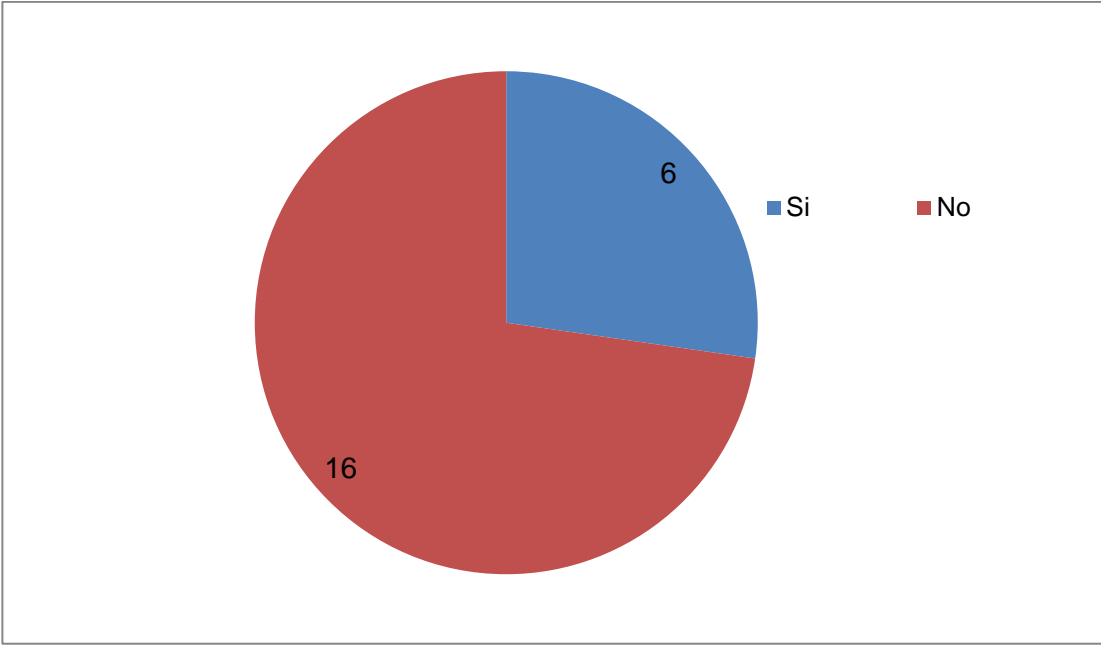
3. ¿Tiene internet en la casa?



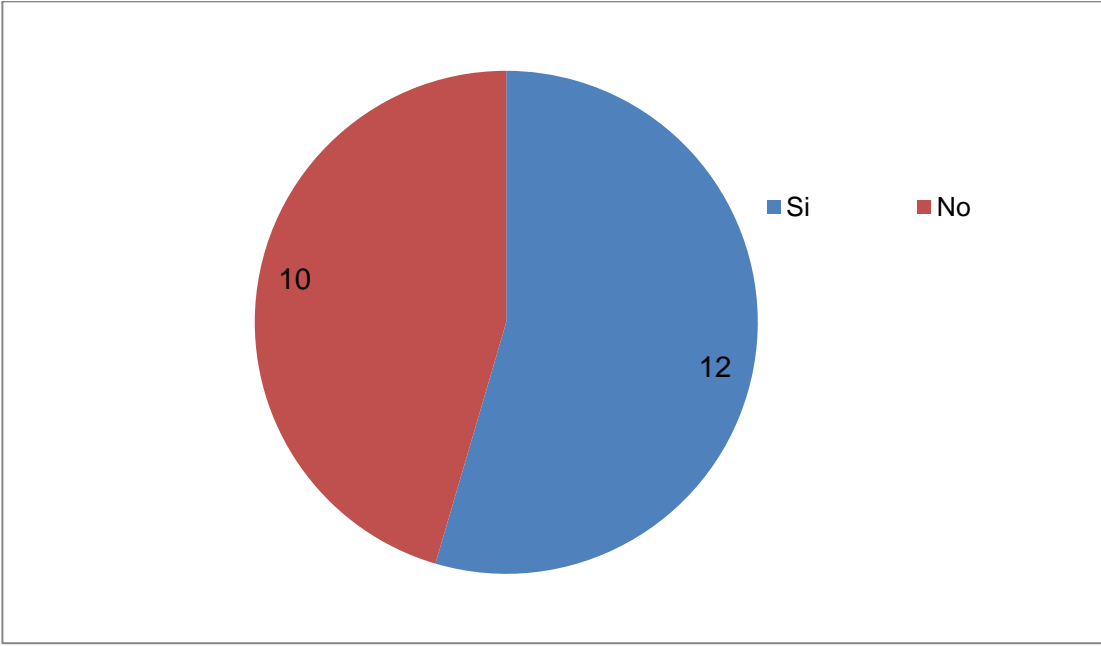
4. ¿Visita la página de inglés en la casa?



5. ¿Visitó la página durante el tiempo de vacaciones?



6.- ¿En las pruebas recuerda Ud. las canciones o videos?



ANALYSIS OF STUDENTS' INTERVIEW

The interview demonstrates how children came as it were programmed to use technology, and how they love this way of learning. Students are new millennium learners. For these reasons teachers must understand their new language when they design their classes. We, as teachers need to let behind traditional strategies of teaching and instead go on with a new technology generation, providing audiovisual material to our students, who will learn with these internet tools. Then, the students will learn without much effort, being motivated appropriately.

Certainly, during the vacation period parents and students do other kind of activities, but we can see that some of the students have spent some time visiting the site. Although, out of 22 children, 9 don't have internet access at home, and 16 didn't visit the site during this time, the post-test results fulfilled my expectations, because a large portion of the contents of the lessons was still fresh in the students' memory.

When learning happens as a consequence of a personal experience, it lasts longer and it allows expansion and building of knowledge as the constructivist theory says.

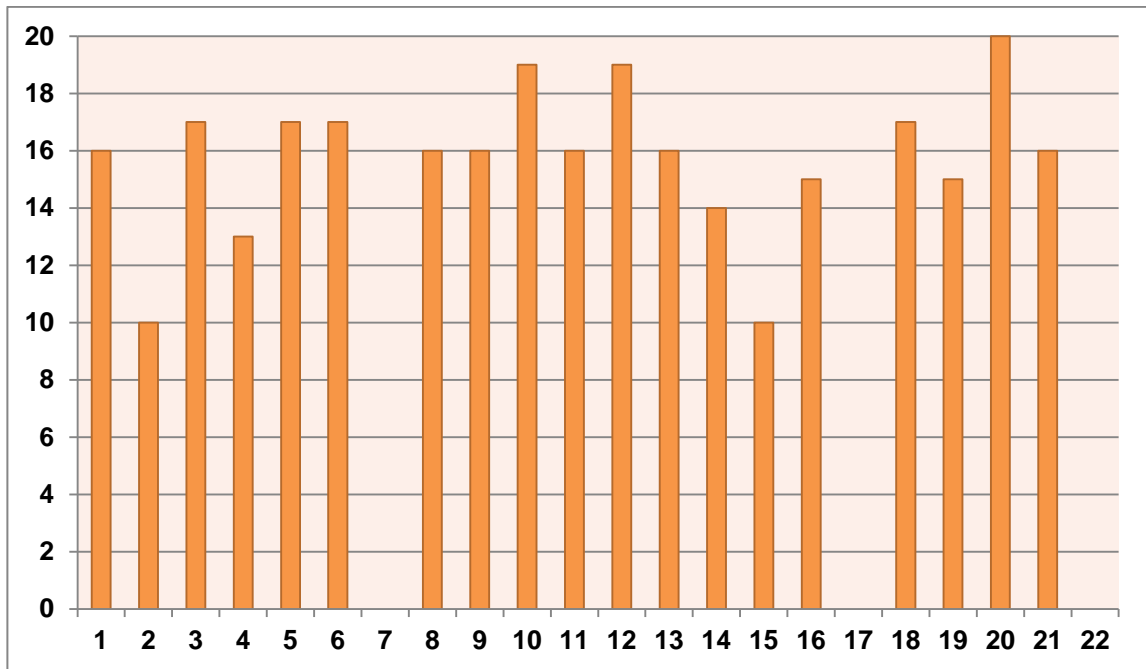
4.4 Post test exam.

POST TEST

RESULTS OF DIAGNOSTIC WRITTEN EXAM SEPTEMBER 2011

No.	Grades/20
1	16
2	10
3	17
4	13
5	17
6	17
7	0
8	16
9	16
10	19
11	16
12	19
13	16
14	14
15	10
16	15
17	0
18	17
19	15
20	20
21	16
22	0

4.5 Post test Analysis and Interpretation of the Graphics. Comparison (after vacation)



After the vacation period I gave a post-test exam to my students. Here I analyse the results of the exam shown in the tables above.

As we can see 68.18% of the students have got a grade between 15 and 20. Considering the standards of evaluation of La Salle school, these grades fall within the range of B (Buena) and S.S. (sobresaliente). Therefore, they are good results. Children who have grades above 10 but less than 14 constitute 18.18%; this is the group with R (regular). Two students, that is 9,09% of the class, have a grade of 10, the lowest attainment. It is important to mention that one student lives in the countryside and she doesn't have internet access.

Parents' support is an important factor in the process of learning. They can help their children to access the internet pages, to print material from the web, or to download free software. Installing educational programs in personal computers gives children the opportunity to use them at any time they like. They are sources for learning to use while not on line.

These results have motivated me to continue looking for, and adding materials matching the required contents of the book to the internet page I have set up.

I think that with these results I have given a good foundation to my thesis. I feel very comfortable working and managing my classes with the idea of improving and renovating material with new strategies too. I am very glad to have had the opportunity to work with children, which allowed me to grow and learn more than I have taught.

CONCLUSIONS

I now state some of the results I have gathered during my survey.

1. The three pedagogical theories described in Chapter One, namely, behaviorism, meaningful learning and constructivism have all been useful in my teaching. First, I applied behaviorism to introduce words to children by employing the reinforcement technique. Once they learnt those words, I profited from the meaningful learning theory since children were able to recognize words they had already learnt in different contexts. And finally, constructivism has been used when students manage to get the meaning of a new sentence based on acquired words.
2. The use of internet resources, such as songs, videos and stories, has several advantages for the teacher, since it allows several things.
 - To be more creative at the moment of planning, and applying new strategies in the classroom.
 - To get the learning outcomes in a shorter time, and in an easier and more efficient way. Teachers can transmit the same information of a video in a traditional class but they won't get the same results, because students like new things in new environments, and they are more motivated by watching and listening to videos.
 - To evaluate the use of internet resources to accomplish the educational objectives. For example, by watching and listening to what students really like, they have developed their listening, and visual memory. These two kinds of memories can later be evaluated by means of a worksheet, in which they are asked to order the sequence of the story.
 - To evaluate speaking to very shy students because they interact spontaneously without asking them direct questions. The use of those resources gives the teacher the opportunity to assess the acquisition of an ability.
 - To present the same topic in different ways in order to apply multiple intelligence methodology.

- To catch children's attention and maintain their concentration for longer periods of time, which is not always easy in a normal class because it demands more effort.
3. From the point of view of the student, the use of audio visual resources has also some advantages, among them the following:
 - Children love to go to the audiovisuals classroom where they feel confident with the subject. Changing the educational setting is always motivating.
 - Students have managed to understand fluent English in the videos. And as a consequence of the development of their listening skills, they have improved their pronunciation.
 - During the oral exam, there were some students who remembered the vocabulary of a certain topic better and faster when the teacher sang the beginning of a song related with it.
 - By being introduced to stories and songs dealing with feelings and values, such as love, tenderness, and the like, children have been taught attitudes. Thus the multimedia resources have been an essential means to accomplish an integral education, which is not limited to the cognitive and procedural aspects of learning.
 - To share likes and dislikes with their classmates permitted kids to be more tolerant or to wait their own turn when the class has to choose a story or a song video.
 - Children who were my students last year have asked me the internet address of my website. This shows that they find the internet resources gathered there still enjoyable, and consider them an interesting way of learning and having fun at the same time.
 4. The website I set up in internet allowed me to get some of my former students' parents involved in the learning process until this year.
 5. Contests motivate students to work in teams.

RECOMMENDATIONS

From the experience gathered in this year of work I can warmly recommend teachers to use internet resources in their English classes, because learning English with songs, videos, games, and interactive stories facilitates the whole process and at the same time these activities become enjoyable time savers.

- Concerning the page I have put in the internet, it is important that parents know the resources gathered by the teacher, so that they can guide their children surf through the site. The teacher should show parents how to move through the links, and make sure that they understand some clue words in English like: “online”, “free downloadable program”, “printable shit”, etc., which will allow them to encourage their children to enter the site.
- It is necessary to constantly upload new files onto the site, so that fresh contents catch the student’s interest, expectation and curiosity on the site.
- It is better to look for educational materials that the teacher can download from free sites than to try to work online because there can be problems sometimes in the process of downloading files. For example, it could take more time than you expect.
- The teacher should look for stories connected with experiences children have at their age. In this manner the stories maintain their attention longer.
- The teacher should organize playing teams within which students can help each other.
- It is important to teach kids to perform mimes at the same time that they follow songs and videos. These body actions will help children to understand the meaning of the lyrics, thus avoiding translation.
- There is no excuse for students not to visit the site on their free time or during vacation. If there is no internet connection at home, there is always the option of going to an internet center.
- Other teachers should start to implement internet resources in their own classes too.

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