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Facultad de Lenguas

“Storytelling” as a technique to increase migrant children’s
English communicative competence

**A thesis submitted to the faculty of Languages for the
Degree of**

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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March, 2015

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Dedications

This thesis means the closing of one of the best stages I have had along my way as a student. Then, I want to dedicate it to all the ones who take part of this goal. First, to my father who surely would be very happy and proud of seeing as far as I have arrived. Next, my mother who has never drop my hand despite hard times. Thank you mom for being the best friend I could ever have, and my brothers who have taught me life is sweeter with an everyday smile and a lot of laugh. To my friends who have accompanied my on shiny and foggy days: Zila, Nayeli, Itzel, Jeanneatte, and Maribel. Girls, I wish deeply down preserve your friendship because it is one of the most valuable treasures God has blessed me with.

Sincerely, Fatima Ariadna Tome Tlachi.

This research is an important step in my professional development as a future teacher. Thus, I want to dedicate it to those people who supported me during the process. Firstly, to my mother who always was giving me advice, which encouraged me to not give up during these four years; besides, I want to mention my dad although he was not most of the time with me, he knew what to tell me to continue and reach my goals. Thank you sisters to be my example to follow in order to finish my professional major; although most of the time they criticized me, but they support me telling what I had to do. To my friends who were with me during the bad and good moments and those with I share the last months at the university: Fatima Ariadna, Nayeli Elizabeth and Maribel. I hope that we have the opportunity to be together after this stage to keep sharing our friendship. Finally, I want also thanks to that person who was always with me and never lost his hope on me. So, I mean Francisco, he always told me that I had to reach my goals and that I must not disappoint my family. Thank you to be always there, you are now part of my life and it is my turn to support him to reach his goals.

Sincerely, Zila Itzel García González.

Acknowledgments

We want to thank the teachers that supported us to carry out this work. Firstly, to our research seminar teacher Benjamin Gutierrez who guided us during the methodological process; besides to our thesis director, Dra. Rebeca Elena Tapia Carlin, who was uncharged of reviewing the content of this study and contributed with meaningful opinions and suggestions to improve it. Also, we want to thanks to our readers Dra. Ma. Del Carmen Castillo Salazar and Dr. Eliphelet Rivera C. because without their advice about the content that this work needed to be more appropriate and understandable, it would be in the process to accept it. Finally, our classmates who gave us ideas and opinions to enhance our study during the course of research seminar I and II.

Sincerely, Fatima Ariadna Tome Tlachi and Zila Itzel García González

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Abstract

People from different rural communities in the state of Puebla have experienced life in the United States of America. Some of them even raised a family there giving to their children the possibility of acquiring and learning English Language. Thus, it is comprehensible that once parents return to their place of origin their children have the risk of losing the knowledge over this language and stop the development of the ability to apply it, in other words their communicative competence. This can be reflected in Nealtican, Puebla, where exists a high rate of migration movements to U.S.A. For that reason, one of the public primary schools called “Niños Héroes de Chapultepec” asked for help to some authorities of Faculty of Languages at BUAP to support the continuance of acquisition and learning of English. However, at the end it was decided to include the whole groups for receiving this benefit. Then it was agreed to use storytelling along classes with the youngest pupils to make the classes attractive. Nonetheless, this allowed setting a research to determine the efficacy and potentiality to increase English communicative competence.

This research was originally a case study, where the main subject is a girl of 6 years old, but since the process to select her, this research possesses a mixed methodology where a questionnaire addressed to parents was used and two interviews were realized to obtain qualitative data. From the collected and analyzed information whose unexpected results concerned to the scopes of this didactic tool (storytelling) to increase communicative competence as well as human’s spirit development.. Finally, to strength this research it was included some authors; among the most important for this work would be Philip (2000) who defined storytelling an educational tool that is presented across cultures since human language evolved.

CHAPTER I: INTRODUCTION

This chapter begins with the introduction to the problem, which deals with the importance of education from global view and Mexico- USA side and the pursuit of providing aid to a school where bilingual education was already implemented, but did not cover the needs of language development of all the pupils. It continues with the purpose of the study that describes the reason of this research in terms of improve the attention for migrant children . Accordingly to what was mentioned the general objective, specific objective, research questions, hypothesis, significance of the study, methodology and key terms reflect the opportunity area that might represent the implementation of storytelling to confront the problem.

1.1 Introduction to the problem

Education has been considered as an essential sponsor of human formation in many countries around the world. As Narro, Martuscelli and Barzan (2012) comment that because education provides knowledge, enriches culture, spirit, values and everything that characterizes people as human beings, it is one the factors that most influences in the advancement and progress of societies. Thus, different governments have tried to give access to basic education, since this represents the basis of their people's social and cultural development.

Global organizations have also taken part in this aim. For example, in 1990, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP) and World Bank organized the Conference on Education

for All (EFA). This conference produced a declaration. Its objective was to remark that all, women and men, especially children had the right to receive basic content of learning. One year before, UNICEF celebrated the Convention on the Right of the Child, where children were recognized as a social group who needed special rights, which guaranteed a good quality of life and being protected during childhood, among these: the education. It was agreed that basic education must be given as best as possible without mattering if it was provided in a public or private institution.

Because migration is a phenomenon that affects education as well, some actions have been undertaken. As shown in the Office of the United Nations High Commissioner for Human Rights' report adopted by General Assembly resolution in 1990 (2011) during the International Convention on the Protection of the rights of All Migrant Workers and Members and their families, it was pointed out that migrant children had the right to obtain nationality in their place of birth and acquire the right to public education without any restriction.

However, migrant children had already been taken into account before by the United States of America (USA) government. From McGuinn and Hess' research it is revealed (2005) that in 1965, the North American Congress approved the Elementary and Secondary Education Act (ESEA): thanks to this act 11 billions of dollars were designated to different schools and poor children during 30 consecutive years. One year later the USA Congress authorized money sources to help migrant children through the same act, in order to reduce the difference in educative efficiency, so that no child would be ignored. In 2001, this act changed its name to No Children Left Behind, suffering some reforms.

Nonetheless, nowadays the tendency of globalization demands to establish the relevance of the mother tongue and learning of other languages apart from the first one as a fundamental part of educative formation. So, UNESCO (2014) exposes three principles related to language education in this current century:

1. Mother tongue instruction to promote inclusion in education and improve the quality of education by building on the knowledge and experience of both learners and teachers. UNESCO believes and supports findings of studies showing evidence that mother tongue instruction is a key factor for literacy and learning.
2. Bilingual and/or multilingual education at all levels, to promote equality and reflect the diversity of languages in society, including literate environments, media and cyberspace. The main objective is to promote at least the use of three languages in education in multilingual contexts.
3. Promoting language as an essential part of intercultural education, to encourage understanding among people and build respect for human rights.

Thus, languages perform as vehicles to construct human worldview and identity, or in the contrary may represent a barrier to the immediate context: “in many countries children are immersed in classrooms and taught in a language that they do not recognize. Children are expected to effortlessly learn in the school language without additional support” (Singh, 2012). It is worthy to mention that Mexican migrant children in the U.S.A also face this type of problematic.

Programa Binacional de Educación Migrante (PROBEM), which was signed between the Department of Education of the USA and Secretaría de Educación Pública (SEP) in 1990, represents a means to confront this type of language awkwardness. Its main objective is to

help basic educative level Mexican migrant children and adolescents in the USA to continue their studies and at the same time preserve their Mexican national identity, involving also parents for this last part. The instruction is given in two languages, Spanish and English, with the purpose that these children become successfully inserted in their new social context, reducing the difficulty that English language represents. Zuñiga, T Hamman and Sánchez (2008) hold the view that new generations should not see the differences surrounding them as rivals but as opportunities to interact widely in their world. According to this, PROBEM collaborators provide the opportunity to smooth children's acquisition of a new world of symbols without leaving previous roots using both languages for that.

On the other hand, there is another program called "Educación Básica sin Fronteras. Atención educativa intercultural a estudiantes de educación básica inmigrantes y emigrantes". It was created in 2008 to act in Mexico and regard for covering basic education needs of Mexican children who have experienced life abroad and foreign ones that now stay in this country for a long or short period of time. As it is claimed by Dirección General de Desarrollo de la Gestión e Innovación Educativa (2008) boys and girls who develop internal or international migration processes, in company of their families have the right to access, stay, and successfully complete their basic education. In this manner, it provides for a better educative performance while attending Mexican schools by recognizing the intercultural identity of this type of children as a crucial reference frame to undertake pedagogical decisions. These are directly linked to three points: the openness to diversity, the fight against discrimination, stereotypes and prejudices, and finally the value of culture and identity.

EBS currently focuses the most on Mexico- USA migrant children and Central America ones and has presence in twenty one Public Primaries Schools and one Secondary

School, making a total of 3, 578 students who participate in it. Consequently, not all schools of basic level in Mexican states which present a high rate of migrant students between Mexico-USA grant educative attention that encourages their learning process as transnational subjects. “Those learners keep an invisible existence for a lot of their teachers, directors and educational authorities; besides, they are considered as trapped phantoms in two worlds”. (Johnson, 2005). Then, English language seen as part of their intercultural identity might face the risk to become weak or disappear according to the time these children stay in Mexico

1.2 Purpose of the study

The state of Puebla possesses a great level of migrant movements to USA mainly done by people from rural communities. Adults may take with them little children or sometimes these children were born in USA and later both types come back once or several times to Mexico. Then, they are inserted in public primary schools where the classes are given in Spanish. However, some public primary schools include another native language, like Náhuatl, to preserve ancient heritage.

Niños Héroe de Chapultepec Primary School, located in Nealtican, Puebla, handle classes in Spanish and Nahuatl. It has presented a considerable migrant children population. Nevertheless, the school did not have English teachers to attend these students and continue with the learning process of English language. Thus children had the risk of losing their English knowledge; in the case of children from six to seven, losing the one acquired principally through listening and speaking skills. Hence, the Faculty of Languages of Benemérita Universidad Autónoma de Puebla (BUAP) was asked to help by authorities from the bilingual school. Then, a program registered on EBF and called Desarrollo de la Competencia Comunicativa en Inglés was originated in 2010 to deal with this problem. Its

purpose is mainly to provide English knowledge to children who do not have it and to reinforce the one of migrant children by focusing on developing the capacity to communicate with others according to the grade in school. This program has been modified without losing its essence, currently it is named Desarrollo de la Competencia Comunicativa en Niños Bilingües (Español y Náhuatl) where few students from the Faculty of Languages are enrolled in it and then attend primary school on Fridays to carry out their community service. So, from fourth to sixth grade English is used to teach Geography and Mathematics, and from first to third grade English is used to teach Mathematics and give English through “Storytelling”. Thus, tied to the previous for the first three grades it is intended to increase and improve the communicative competence through storytelling.

Although, this technique will be used with all the children of the first three grades, this research is thought to determine the scopes of storytelling as a resource to support migrant children (México- USA) English communicative competence in a place where Spanish is the official language, in this manner at the end it would be discover the relevant modifications to be done to the technique executed by one student of Facultad de Lenguas BUAP with the main intention of perfecting to attend the most accurately to more migrant children depending on the particular circumstances that surround their background migrant experiences as well as if they count with being told stories background by their parents, and if these last had that opportunity. Parents play an important role in children life that is why parents cannot be taken apart from the investigation.

1.3 . General objective

- To identify the effects on English learning in migrant children from 6 to 7 years old through storytelling in order to determine its efficacy and potentiality to increase their communicative competence.

1.3.1 Specific objectives

- To identify the effects on English learning in migrant children from 6 to 7 years old through storytelling.
- To determine efficacy and potentiality of storytelling to increase communicative competence in migrant children.

1.4 Research questions

- How can storytelling be used to develop communicative competence for migrant children in “Niños Héroes de Chapultepec” Primary School?
- What would be the positive effects on migrant children learners by using Storytelling?
- How parents’ storytelling exposure background can impact in their children capacity to tell stories?

1.5 Hypothesis

- Storytelling is an efficient didactic tool to promote communicative competence in migrant children in NHC.

1.6 Significance of the study

As soon as this study is completed, valuable information related to the scopes of storytelling used, as a technique to increase communicative competence on migrant children will be obtained. Thus, it will be shown the possible benefits of the implementation of this

technique when it is headed to special groups. Therefore, future migrant children from six to seven years old in “Niños Héroes de Chapultepec” Public Primary School might receive a more suitable treatment in relation to ensure their knowledge of English usage through this technique.

However, it is clear that some difficulties or unexpected results can also arise in the attempt, but those elements could be used as a trace or basis for guiding future storytelling studies which help to polish the management of this technique and with that, offer to migrant children, an attractive resource to learn to communicate with others in English.

Besides, this carries out a social contribution in this age where globalization has a great impact. It demands people who are able to communicate in English. In addition, in a scientific level this technique can be also applied with other migrant participants, not necessarily children that come from the USA and it could be modified to implement it with teenagers or adults that come from other countries.

1.7 Methodology

This research will have a quantitative and qualitative approach. According to Hernández Sampieri (2006), the first one used the data collected to prove the hypothesis based on the numerical measurement and the statistical analysis in order to establish some behavioral patterns and prove theories; thus it is only for descriptive purposes, so a questionnaire will be used to separate those migrant parents who had children living in the USA from the rest of the parents who did not.

On the contrary, the qualitative approach is the data collected without numerical measurement to discover or reshape the research questions during the research process

(Hernandez Sampieri, 2006), so this approach will be focused in the first stage on regarding information about the migrants and familiar language usage background, and the possible experience of having been told stories. For this part an interview guide will be used and registered in a voice recorder. Now, for understanding the results related to the scope of storytelling to increase migrant children's English communicative competence, which determine the efficacy and potentiality of this, a second interview guide will be applied with the migrant children. Thereby, video recording and the analysis of body language registered in it will be executed.

The design of this research is thought to be a case study but not all the migrant children could be part of this, because this work is addressed to the ones who are still involved with English language and that are able to produce it orally.

1.8 Key Terms

- **Acquisition:** It is the development of ability in language by stages motivated through communicative circumstances. (Yule, 1998)
- **Bilingual First Language Acquisition:** It is when two languages are acquired simultaneously and both are considered a child's first language. (De Houwer, 2009)
- **Communicative Approach:** It is a method that focuses its attention on the development of the capacity to use the language for communicative purposes taking into consideration the functions of language fit with the social context and objective of the speaker without take aside the importance of linguistic structures or vocabulary. (Larsen- Freeman)
- **Communicative Competence:** According to Yule (1998), it refers to the use of grammar knowledge accurately and appropriately taking into account the functions of language to

reach communicative objectives in a determined situational context, and with that make use of communication strategies if necessary to negotiate meaning.

- **First Language Acquisition:** It is the language that is acquired before any other since early days of life of a child in a natural way during the development of talk. (Da Silva and Signoret, 2005)
- **Input:** It refers to the available information to what learners can be exposed. (Selinker and Gass, 2001)
- **Language – faculty:** It refers to “innate” predisposition that enables human beings to acquire language to be used during their life. (Yule, 1998)
- **Language:** According to Da Silva and Signoret (2005), it refers to the human capacity that combines biological and physical aspects supported on verbal signs to express different needs and thoughts within a linguistic community.
- **Learning:** It refers to the conscious process of gathering knowledge through instruction and mainly addressed to grammar and vocabulary of a language. (Yule, 1998)
- **Migration:** It is the temporal or permanent change of people’s settlement from one place to another, having different reasons to be established in a new place. (National Geographic, 2005)
- **Output:** it is understood as the product created by learners making use of what the input perhaps has provided them. (Da Silva and Signoret, 2005)
- **Second Language Acquisition:** when individuals young enough to be in the critical period that acquire another language apart from their first one already learned. (Selinker and Gass, 2001)

- **Social Constructivism:** Learning is constructed through interactions with others which take place within a specific socio – cultural context. (Oldfather, West, White and Wilmarth, 1999)
- **Storytelling:** It is an educational tool that is presented across cultures since human language evolved. (Philips, 2000).

CHAPTER II: LITERATURE REVIEW

This chapter gathers information that serves to involve deeper in topics considered essential parts of this research, as migration, constructivism and communicative competence, among these three topics exist connection that end with storytelling. Particularly, some author's storytelling opinions and guidelines to apply this technique are extensively described.

2.1 Migration and bilingualism

Along the time people have moved from one place to another to satisfy their needs that vary in regard of their social status, ideology, religion, and culture, among others. This phenomenon of settlement transition receives the name of migration. According to National Geographic Society (2005) defines it as, "Migration (human) is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary".

In general terms migration is divided into three different scales: Intercontinental (between continents), Intracontinental (between countries on a given continent), and Interregional (within countries). An example of the second one is the emigration of Mexican people to United States of America (USA). There are different push factors which head them to do it. One is related to the socioeconomic difficulties that Mexican people face in their country. This problem was reflected in a document produced in 2005 by some government authorities, academics, experts on external politics and civil organisms of Mexico after attend to "Perspectivas y diseño de plataformas para la construcción de una política migratoria Mexicana" meetings in the next principle: "La política migratoria mexicana reconoce que mientras un número importante de connacionales no encuentre en su propio país un entorno económico y social que le permita su pleno desarrollo y bienestar e incentive su permanencia

en el país, habrá condiciones para emigrar al exterior”. [Mexican migrant politic recognizes that meanwhile an important number of Mexican people do not find out an economic and social environment, which allows them their complete development and social welfare, and it promotes their remaining in the country, there will be conditions to emigrate abroad].

Mexican immigration into USA is characterized by work purposes. An example is the state of Puebla, which has been characterized for this situation. As INEGI’s content of a Cense Study (2005) remarks that:

“Desde principios de los años 80 los migrantes internacionales de Puebla han ido en aumento. En el territorio estatal se reconocen zonas con tradición migratoria hacia el extranjero, en donde existen porcentajes significativos de personas que actualmente están laborando en la unión americana, sobre todo en el área de Nueva York-Nueva Jersey. Gente que procede de la Mixteca, del Valle de Atlixco y de San Pedro y San Andrés Cholula, principalmente.”

[Since early 80’s international migrants from Puebla have increased. Inside the state there are zones with migrant tradition to the abroad, where there exist meaningful percentages of people who are currently working in the USA, especially in New York – New Jersey areas. People who mainly come from La Mixteca, Valle de Atlixco, San Pedro and San Andrés, Cholula].

The majority of the immigrants from Puebla belong to the rural communities, whose main economic activity is agriculture and fishing, but this it is not well paid. As it was reported by INEGI (2005) “Si se considera que el sector agropecuario,..., es el que menos perspectivas económicas ofrece, entonces resulta congruente que la mayoría de los migrantes

internacionales provengan de localidades con esa característica”. [If it is considered that agriculture and fishing... is the one which offers few economic benefits, it then results suitable that the majority of the international migrants are from communities with those features].

Common features of these rural communities are that migration to USA is done by young males and females, the first ones are between 15 and 39 years old and the second ones are between 15 and 29 years old who remain in that country depending on their personal objectives. For example: to build a house, to celebrate religious ceremonies, to get married or to start their own business. This may be the case of a rural community called Nealtican, Puebla. Meanwhile people from this place are working in the USA, they could raise a family where children should acquire English through social interaction in company of cognitive processes. These two elements are taken into account by a learning theory called Constructivism.

2.2 Constructivism

Constructivism is different from the accepted epistemological tradition of Western because Von Glasersfeld (1995) explains that Piaget declares what we call knowledge does not and cannot have the purpose of producing representations of an independent reality, but instead has an adaptive function. Consequently, Piaget sees knowledge acquisition as an adaptive process of reality according to Constructivism. As reported by Cameron (2002) “Piagetian psychology differentiates two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way”; although these two process present different characteristics, they always happen together. It is contrary to knowledge acquisition seen as the copy of a picture of reality from epistemological tradition of Western view.

Brown (2007) claims that Cognitive constructivism gives importance to learners as the constructors of their own representation of reality and in consequence knowledge is constructed by oneself. As Slavin (2003) comments, “learners must individually discover and transform complex information if they are to make it their own”. Then from an individual perspective children’s learning process is related to Cognitive Constructivism because as Cameron (2002) points out, Piaget’s work remarks that it is the child on his own in the world that concerns him, rather than the child in communication with adults and other children. In this way, children’s learning process is carried out through taking action to solve problems by their own and from such action knowledge is constructed.

On the other hand, Brown (2007) claims that Social Constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality. Then, according to Vygotsky, children’s learning process is tied to Social Constructivism. As Cameron (2002) states, the child is seen as an active learner in a world full of people, where adults mainly mediate the environment by providing objects, ideas, speech, stories and questions to them. Additionally, Garhart (2000) claims that Vygotsky thought that children’s understanding of this world comes, in part, from the values and beliefs of adults and other children in their lives. In this regard, people support children’s learning process through social interaction.

Language is an example of the social nature of children’s learning process because adults provide knowledge about language through interaction with them since they are born. In this regard, Clark (2004) states that language tells children about the world, events, actions, objects and relations within it, and presents them with affective attitudes to people and events. In short, language is a central factor in the social life of infants. Thus language can be seen as a learning medium. Oldfather, West, White and Wilmarth (1999) hold the view that babies

learn to understand and use language within a social context (usually within their families). They also claim that Social Constructivism refers to learning as being constructed through interaction with others, which take place within a specific socio-cultural context. In this view Social Constructivism relates language with children's learning process since both of them share a social nature. Consequently, if the particular circumstances of children's family affect their understanding and use of the language, then these also determine how and what they learn, as well as how they come to know. In other words, Social Constructivism remarks the social nature of children's learning process because the kind of knowledge, which is constructed, depends on the environment surrounding them.

Besides environment, there is some "innate" predisposition in children, called language-faculty, which also affects first language acquisition. In this way, this faculty is not enough. That is, this language acquisition process is benefited also by social interaction. As it is claimed by Yule (1998) "A child growing up in the first two or three years requires interaction with other language-users in order to bring the language-faculty into operation with a particular language, such as English". Thus, by constantly hearing words that occur frequently children learn to construct their own rules to use language and be able to produce sentences they have never even heard before. As a result children before the age of five are users of grammatical aspects without receiving any formal instruction, for example: selecting appropriate pronouns, negating sentences, forming relative clauses, and using the syntactic, phonological, morphological, and semantic rules of the grammar. Rodman and Fromkin (1997) declare "Children, then, seem to act like efficient linguists equipped with a perfect theory of language, which use this theory to construct the grammar of the language they hear". For instance, social interaction motives children's cognitive first language acquisition.

Commonly this process involves just one language; however, there are cases of Bilingual First Language Acquisition (BFLA), which according to Klein (1986) refers to when two languages are acquired simultaneously, and De Houwer (2009) defines it as “ BFLA is the development of language in young children who hear two languages spoken to them from birth. BFLA children are learning two first languages”. This concept alludes directly to the context in which young children learn to speak. In this way, family has the role of the nearest environment, which motivates bilingualism of this type; both parents could decide if they speak simultaneously to their children using their native languages, for example, a father who speaks in Spanish and the mother who speaks in English, or in the other way around. However, children might not necessarily need to live with parents who speak different languages at home to carry out a BFLA. As it is suggests by De Houwer (2009) “There are, of course, many different kinds of family and children grow up in many different kinds of family settings”. Thus, monolingual parents living in a different country from the one they come from may also propitiate their children BFLA. One language is provided at home and the other one outside the house.

To experience a BFLA leads children to develop abilities in both languages that head them to satisfy their communicative needs. For example, some migrant children of NHC primary school were exposed to Spanish and English, but when they come to Mexico they face Spanish is the official language of this country’s society and for that reason English becomes their second one. Thus, the second language acquisition of it needs to be supported with artificial language input interaction environment at school due to the process of bilingual first language acquisition was interrupted and with that avoid Spanish constant presence makes children lose their knowledge about English. Besides, they are still on the critical period that Yule (1998) claims to be one where the human brain is most ready to receive and learn a

particular language, giving another reason to help them to continue in the English acquisition way. As a result, Second language acquisition possibility may be determinate by the immediate communicative needs in a specific society.

2.3 Communicative competence

Although English is not an official language in Mexico and for that reason with the intention to continue with its acquisition inside an artificial language input interaction environment at NHCH primary school, it is not enough to children because output is also a key to become communicatively competent and prove it in real situations. As Gass and Selinker (2001) remark that “the idea is that if the child has target language peers then there is a greater social context where the child recapitulates the SL rules as if the SL were a 1L with no language transfer occurring”. They also state that “output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge. In addition, Da Silva and Signoret (2005) propose that “*output* puede impactar directamente al aprendizaje, porque da oportunidad para la corrección de los errores del aprendiz” [output may impact directly to the learning because it gives opportunity for corrections of learner’s errors]. Communicative approach emphasizes the importance of output.

At the second half of 1970’s Audio-lingual method and Situational Language Teaching were supplanted by the Communicative Approach, due to, the first two were focus on the accuracy of language given by learning grammatical basic structures in specific situations based in limiting activities like drills. Then, Communicative Approach came to enrich this view because it holds it is not enough to count with language forms knowledge, it is also important to be able of use them appropriately to get a successive interchange of messages. In few words, favor the communication process between speaker and listener or writer and reader.

According to Richards and Theodore (2003) “the communicative approach in language teaching starts from a theory of language as a communication”. They also state that “the primary function of language is to allow interaction and communication”. In this manner, this approach is focused in to achieve communicative competence as the goal of language teaching and create procedures in order to develop and teach the four skills. Larsen- Freeman (1986) observes, “Since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning”. To add, this approach has to involve real elements of communication that promote learning. Thus, Communicative approach regards as a goal students can be communicatively competent because it points out that language oral production or output must fit to social rules of a determined circumstance depending on the speaker’s objective when communicates.

Communicative competence was taken into account as a relevant part for mastering a language in SLA field after the early 1980’s. As Block (2003) comments “from the early days of SLA, from the 1950’s to the late 1970’s researches showed an almost exclusive interest in morphology, syntax, and phonology”. This last referred to linguistic competence that according to Ellis (1994) it was defined as “the mental representation of linguistic rules that constitute the speaker-hearer’s internal grammar”. On the other hand he defines communicative competence, as “knowledge that the speaker-hearer has of what constitutes appropriate as well as correct language behavior and also of what constitutes effective language behavior in relation to particular communicative goals”. Block (2003) remarks that “Dell Hymes’s (1971,1974. P.60) famous assertion that this competence is not just about knowing abstract rules of language as a formal system; rather, it includes a knowledge of the rules of speaking”. In addition, the same author about John Lyon (1996, cited in Block 2004,

p.60) who explained briefly the change in applied linguistics that provided Hymes, which was followed by Ellis decades later, in the next paragraph:

“The so-called communicative point of view, which has been very influential in applied linguistics in recent years, is the product of many factors. One of these undoubtedly, was the dissatisfaction with the highly theoretical idealized, classical Chomskyan notion of linguistic competence as a basis for the very practical business of teaching. Many of the proponents of the communicative approach were attracted by an alternative, broader and, it was claimed more realistic, notion of linguistic competence, for which the term “communicative competence” has been coined by Dell Hymes. This term was employed by Hymes to label the ability to produce situationally acceptable, and more especially socially acceptable, utterances, which in his view, would normally be held to be part of a native speaker’s competence in a particular language” (Lyon, 1996).

Yule (1998) suggests, “Communicative competence can be defined, in terms of three components as the ability to use the second language accurately, appropriately, and flexibly”. These components are grammatical competence, sociolinguistic competence and strategic competence. He claims that grammatical competence involves the accurate use of words and structures in the second language, while sociolinguistic competence is the ability to interpret or produce language appropriately according to the social context (the proper use of words and structures in the L2). And strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication (Richards and Theodore, 2003).

In this manner, to be considered as communicatively competent user of language, a person must be able to produce appropriate utterances based on their knowledge about formal language system (linguistic competence) depending on their communicative purposes in specific social situations which enclose the things they want to say, how to say them depending on the function of the language to whom they are addressing, and what strategies they can use to be understood by the hearer or understand the speaker. In few words, communicative competence is related to the sense of awareness of others.

2.4 Storytelling

Stories can help people to understand and realize what surrounds them; because of it highlights cultural aspects. As Philips' research (2000) comments "Story telling is an effective educational tool that features strongly across all cultures since human language evolved". It may be respect to things, which affect them directly or indirectly. Therefore, to use a story with children encourages their development of sense of awareness of things and people in their own society or other ones. In few words, with stories it can be explained how things are, why they are in that way, and reflect examples of interaction between people and those things, and people's purposes and role in different situations. "Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions" (McWilliams, 1998). As it is claimed by UNESCO (2010) that "in her book, *Earthtales: Storytelling in Times of Change*, Alida Gersie (1992) notes that storytelling relates to current concerns about our future because most stories focus on the Earth, how it was created, and the problems that can arise when we forget the importance of living in harmony with it and each other".

Because of storytelling may expose children to language system elements concerned to linguistic competence and proportionate the example of these being employed in a particular context, then stories illustrate the role of language as an instrument of communication and what involves the achievement of communicative purposes. As Wright (1997) states that, “Stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way. When the time comes to move the language items into their productive control, it is no great problem because the language is not new to them”. Then, part of the social awareness that stories can aid to develop through their content is the language awareness that is head to develop or enrich communicative competence.

The sense of awareness in terms of language that address to communicative competence encloses the four abilities. As Wright (1997) suggests that “Learning a language is useless if we do not know how to communicate - how to listen to others and how to speak and write so that listeners and readers will want to listen and read and be able to understand. Story sharing builds up this crucial sense of awareness of others”. Nevertheless, to apply this technique with the purpose of increasing the communicate competence based in reinforcing or covering certain skills it must be mainly taken into account the age of learners. But, the success of this technique not only depends on this factor; the role that the storyteller plays is crucial, too. He is who manages and chooses the story, and then the impact on the audience relies mainly on him. However, there is also required the participation of the listeners, that both parts work together as a team. As it is stated by McWilliams (1998) “ The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of a story. The listener's role is to actively

create the vivid, multi-sensory images, actions, characters, and events---the reality---of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, unique and personal for each individual.” Seeing that storytelling demands interaction between the storyteller and the listeners framed by the cooperation and efforts of both sides.

In the opinion of Wright (1997), when choosing a story it is advisable which will engage within the first few lines, which is appropriate for the children, which the children will understand, which offers the children a rich experience of language, which does not have descriptive passages, which is right for the occasion and its relation with other things teacher is doing with the children, which storyteller feels he can tell well.

Respect to the selection of didactic materials to support the story, there are some that could be convenient to encourage communication. As Ellis and Brewster (1991) express that puppets are especially useful for younger children and can be used by the teacher when telling the story for the first time and later lessons by the children to produce short dialogues when retelling the story themselves. But, Fisher (w,d) commented that it can also be used pictures in the narration of the story for developing visual, as well as verbal, thinking and intelligence. Besides, Ellis and Brewster (1991) said that “children can become personally involve in a story as they identify with the characters and try to interpret the narrative and illustrations”; therefore, it can be suggested that pictures contribute to facilitate the engagement with the story and encourage the understanding of it. They also mention that gestures, mime, facial expressions, varied pace and tone and the adaptation of the voice to the different characters as much as the storyteller can convey meaning and keep pupils attention.

To sum up, stories must be interesting to the audience; they have to be appropriate to be understandable and with that give the opportunity to children's oral feedback through opinions based in specific situations drawn by language information. So, stories languages information should contain vocabulary, new structures, and phrases that will be contextualized. Besides activities to support the social interaction through language must be related to the story. In the same way didactic materials ideally follow the same purpose. To add, teacher must apply certain strategies to keep the attentions of children, some of them are directly associated in how the story is told to get the children become part of it.

Taking into account that the "story" by itself is a crucial factor to succeed when that is told to the audience, it is convenient to establish what vital elements must form part of it when it is created. For that reason Neely (2014) suggests the following 7 techniques to do a story:

1. Have an enemy and a hero: Stories need a good guy and a bad guy, also called a hero and an enemy.
2. Use conflict: Conflict is how the friction between the enemy and hero manifests.
3. Omit any irrelevant detail: Omit any detail that does not move the story forward or develop the characters. This is about keeping the readers' attention. If they don't need to know about your red bicycle to understand the arc of your story, do not tell them about the bicycle.
4. Tell the story like you talk: Corporate-speak ruins stories. Talk like you would normally talk. If you sound a little too corporate to pass as an average person, hire a storyteller.

5. Make it visual: There is reason children's storybooks are mostly pictures, and that so many of the greatest stories ever told have been made into movies. Images bring a story to life.
6. Make it personal and easy to relate to: To immediately borrow from the last point: Use images of what actually happened, or where it happened. Use images of the real people in the story, not stock photo models.
7. Add surprise: A story with no surprises is boring. Whether it is a good surprise or a bad surprise, every good story has at least one surprise. This is an essential to a story as conflict.

Those 7 points are the ones that can be considered to write and tell a story, and according to the author about make visual; images is one of the main vehicles to do the story understandable to the audience, that why the author mentioned the examples of children's storybooks. Also, images are easy to execute and they can be adapted depending on the audience.

Highlighting and confirming what was exposed previously, especially the age factor in this case that is between 6 and 7 years old, this study will not include writing and reading skills to support the increase of communicative competence of migrant children, despite of they are familiarized with English language system elements which are immersed in the linguistic competence (syntax, morphology and phonology) that let them produce language structures principally in an oral way. Instead of that this research will center in speaking and listening skills to improve communicative competence. Subsequently, storytelling will be used to illustrate or exemplify the use of language that fits in certain contexts, and with that remarking the social interaction reached by communicate in an oral way.

CHAPTER III: METHODOLOGY

In this chapter it is described the required methodology elements to perform the data collection with the objective to determine the scopes of storytelling as a support to increase communicative competence. According to this principle, these elements are: subjects, instruments, material, piloting, procedure and design and data analysis.

3.1 Subjects

Regarding to the collection of data to determine the scopes of storytelling as a support to increase oral communicative competence in migrant children, this research has counted with the participation of 37 parents (mostly mothers than fathers) or tutors of the children who belong to 1° “A” and 1° “B” from NHC public primary school who answered a first instrument. Nonetheless, at the end from all these parents only one mother was selected because she has a migrant background, and makes interact their children with English language in an oral way. In this manner, the purpose of this first instrument was accomplished; it would work as a filter to find out the migrant children who already possessed knowledge about English language given by oral interaction. In consequence, the second and principal subject of this study has been her child. A more detailed description of these two subjects, the mother and her child are below.

The mother is Mexican and is 31 years old. She is in charge of the house keeping in spite of she has university studies. She considers English as her mother tongue and Spanish as her second language. She was born in Durango, but most of her life was spent in the United States of America (U.S.A). Additionally, when she was a child she was always told stories in English and nowadays she always likes telling these to her children in English, too.

In the case of the child, she was born in the U.S.A and she is 6 years old and a half. She is the older child in her family. She attended Kindergarten abroad. She speaks Spanish and English. She is a student of the 1° “B” from NHC public primary school.

3.2 Instrument

In this section, it is described the original structure of two interview guides that were created and piloted by ourselves (Garcia Z., and Tome F., (2013) that were thought to be the unique instruments to achieve the purpose of this study that until that moment had a qualitative methodology.

The unique quantitative instrument (the questionnaire applied to the parents or tutors) emerges after these two interview guides; the reasons are given in the piloting section.

3.2.1 Qualitative Instruments

For this research two qualitative instruments were originally set to cover the gathering information needs. The first one consisted in a guideline of an interview led to parents where it was intended to collect data about learning, acquisition and use of English language abroad and in the current residence place of both parts, parents and their children. On the other hand the second instrument was addressed to determinate the scopes of storytelling.

3.2.1.1 First qualitative instrument (Mother’s interview guide)

The purpose of this interview guide is to collect more information about how English language was acquired or learned abroad by both the mother and the girl; context circumstances that led them to speak that language and a what level, as well as to verify if the child continues being involved with it nowadays and if the change of residence to this country

has affected her development of communicative competence and with that obtain a possible description of the current communicative competence of the child that will be confirmed in the third instrument.

The interview guide was divided into two sections; the first section appealed to personal parents' information that correspond to place of birth, migrant background, spoken languages, and the second section is composed by questions that lead to personal information about their children; these correspond to place of birth, migrant background, spoken languages, places where the child was exposed to those languages and their influence over the acquisition of this language. The original interview guide can be seen in the appendix A section called as first qualitative instrument (Parents' Interview).

3.2.1.2 Second qualitative instrument (Child's interview guide)

The purpose of this guide interview was to verify the asseverations made by the mother's child in terms of her oral applying of English language and to determine the scopes of storytelling to increase communicative competence in the migrant child. In this, it starts with general questions and then the rest of the questions were divided into three sections about the use of storytelling: the first was related to how the teacher told the stories, the second if the material was appropriated and attractive to support the stories. The third, if she acquired new vocabulary and if she is able to identify the story child's language difficulties performance related to inappropriateness in accuracy and lack of the competence strategies suggested in the story and with that recovers an implicitly message of social awareness of language. Finally, if she is able to retell a story as a proof of her English oral communicative competence.

The original interview guide can be seen in the appendix A section called as second qualitative instrument (child's interview) for further examination of their content and description.

3.3 Materials

In this part, it is described the resources that have supplied the accumulation of data. Then, as it can be noticed this part is divided into two types of material: qualitative and quantitative. As it was mentioned at the beginning this research was tied to a qualitative methodology, but afterwards it was demanded the creation of another instrument of a quantitative nature. Hence, for this segment it is taken into account the commitment of including a quantitative and qualitative classification.

3.3.1 Quantitative and qualitative material

For the application of the quantitative instrument it was not demanded the use of additional material to reunite data of this kind. Due to the qualitative nature of this work, it must have been necessary to ask for technological resources such as a video camera and a record player to interpret properly the information given through interviews. The first one was employed during the child's interview with the intention to go further than verbal language. In this way, gestures and body language were recorded to be examined carefully and establish a relationship between what had been said and how it had been said. In few words, if answers fit with their physical representation. The second one was used to record the child's interview as well as her mother's one. This is to examine specifically aspects concerning the security of the subjects when they answer: tone, volume, and fluency, stop of talking for a long while, sounds that show hesitation. Apart from those aspects, the recordings gave the opportunity to count

with a better quality of sound to transcript later the interviews. Furthermore, it will be required pictures to illustrate and make understandable the story to the child. The story and that didactic material can be seen on the appendix C.

3.4 Piloting

The questions about the parents and child interview guides were piloted in the group of “Research Seminary II” from the Faculty of Languages at BUAP’s university formed by 20 students and their teacher. Because of the evaluation done by the group over this instrument, it was found out that some modifications had to be carried out. As a result, the parents’ interview guide experienced some adjustments to specify about what were the topics in the contained sections. In the case of the children’s interview it was nearly fixed totally to have a better appearance and the questions were restructured and reorganized to make them more understandable and easier to be answered by the child. Thus, it was added two more general questions to confirm that the child had already experienced oral English language input through stories. Respect to the sections, it was added one more and two of them (the first and the last one) suffered changes in terms of their name. They were labeled as teacher and student’s roles, now they transformed into teller’s role and listener’s role. For the last section, it was excluded the task for the child of telling an own story based on some material provided (pictures), because it was considered exhausting for the child. It was agreed that with the retelling of a story it was enough to prove communicative competence. Apart from these changes, it was remarked the necessity of creating another instrument which back up the elections of the subjects who will answer the first and second qualitative instruments. That was the reason of the designing of the unique quantitative instrument (questionnaire), in order to obtain a general description of the parents of both groups, and then make a justified

selection of the main sample to be interviewed. A classmate of the group “Research seminar II” and the supervisor of this research piloted this quantitative instrument. Its modifications were just about grammatical aspects and spaces between the questions to look tidier and understandable. The original quantitative questionnaire version is shown in the appendix A. The final versions of all these three instruments are located in the appendix B.

3.5 Procedures to apply the instruments.

This section describes the different stages through the researches were able to compile the information for this investigation. Then, details respect to places and dates of instruments application as well as significance of different subjects and school authorities for this work are mentioned. In this manner, the procedures are divided in two sections, quantitative and qualitative.

3.5.1 Quantitative procedure

To ask for permission for carrying out the necessary actions to gather information, as applying research instruments and use technological resources (such as video camera and tape recorder), it was required to organize a meeting on February 15th, 2013 with the total of parents of first grade of “Niños Héroe de Chapultepec” Public Primary School. Two weeks later, on March 5th, there was another meeting for answering the unique quantitative instrument in order to obtain a general description about the following topics: spoken languages, existence of migration background and use of stories. It was a total of 37 parents or tutors that did it. The rate age was between 20 to 60 years old.

Once this instrument was applied, it was only identified 5 parents who have a migrant background; but just one mother covered the features required for this study: she speaks English, and she also speaks it with her child. Then, these elements fit with the objective of

this research that is to increase communicative competence in an oral way by using storytelling, which justifies that her child was also selected because she already possesses knowledge about English mainly transmitted by being in contact with this language in an oral way. In addition, this child is familiarized with stories narrated in English.

3.5.2 Qualitative procedures

Time after, on March 15th, it was agreed an appointment between the mother and the researchers of this study for the day March 21st with the finality of responding to an interview (first qualitative instrument), as well as it was asked for permission to interview her child (second qualitative instrument) using a video camera and a tape recorder. In this manner, on March 21st the mother's interview was executed in the principal's office, counting with the presence of a researcher that performed as the interviewer, and two more researchers who assist the collection of data through holding record players.

Nearly one hour later the child's interview was realized, this time it only counted with the presence of one researcher who took the role of the interviewer and a gentleman who helps with the video recording. But, before starting with the interview it was necessary to go to her classroom and ask for permission to her teacher to let her go out for some time. Then, the child was led outside, in the yard, to take a seat next to a table placed close to her classroom, on the road she was explained she will answer to some questions and after she will be back in her classroom. However, another researcher with a different thematic from the one of this study first interviewed the child. Immediately this first interview was finished the girl ran to her classroom and it was necessary to go for her once again to be interviewed by one of the researchers of this study.

Unfortunately the quality of the recording was not the expected due to the environment conditions, the voices of the interviewer and the child mixed with the noises of the school. For this reason it was indispensable to carry out the interview one more time the next day. In this occasion, it was done in the library's school without pupils in it; it was only available for the same researcher who interviewed the day before, with her same assistant and the child.

3.6 Design and data analysis

The procedures to analyze the quantitative and qualitative data will be described below and are also divided.

3.6.1 Quantitative instrument design and data analysis

Excel was used to deal with the collected information. It was used tables to organize the results and allow the creations of figures, which represent the data of the unique quantitative instrument and the ones that provides vital information about the main subjects for this research.

3.6.2 Qualitative instrument design and data analysis

To analyze the qualitative information obtained through the interviews, transcriptions were made with the purpose of making categories according to the answers and with that obtain topics for both interviews interpretation. Nonetheless, in the case of the girl, it was also include descriptions about the use of the language (varied pace and tone, the adaptation of the voice to the different characters, use of language items), body movements, gestures identified during the video recorded. These characteristics could help to guarantee the veracity of her answers; it might be hesitation. And in the case of the mother, it was only examine her answers registered during the tape recording.

CHAPTER FOUR: RESULTS

Once the instruments were applied, the procedures to organize and analyze the collected information must be classified into two categories, quantitative and qualitative. The results of such analysis and the drawn conclusions based on them are presented and discussed below.

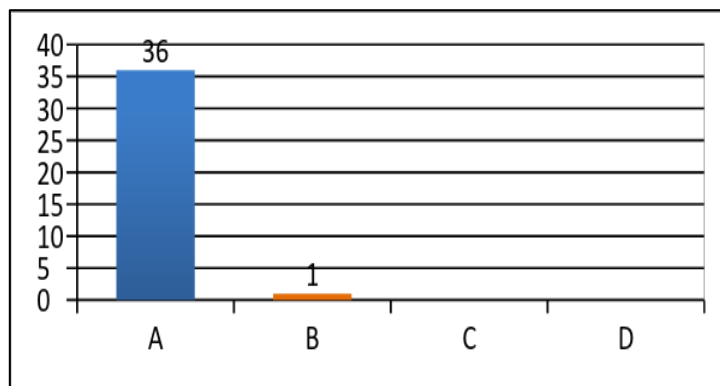
4.1 Quantitative Data

The quantitative instrument was a facilitator to identify the main subjects of this research. The results obtained were separated into three categories, language context background, migration background and their relation with stories.

4.1.1 Language Context Background.

The first question was designed to find out what is the mother tongue of 37 parents or tutors who answered this one. It was found out that 36 parents have Spanish as their mother tongue, and only 1 of them has English as her mother tongue. The result can be observed in the figure 4.1.

Fig. 4.1 Parents' mother tongue



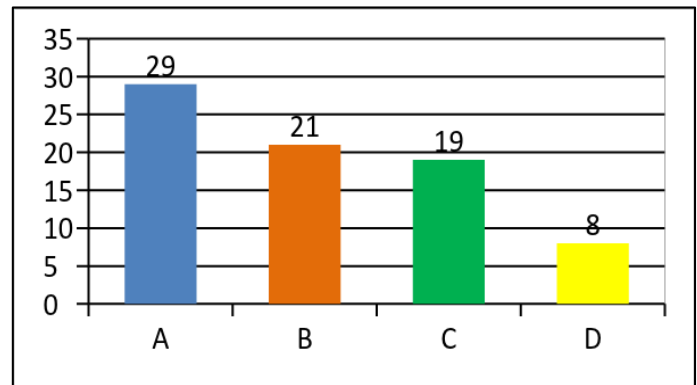
A- Spanish B- English C- Nahuatl D- Others

As it can be seen, a great part of the parents speak Spanish that is the official language in this country, Mexico. Nevertheless, only 1 speaks English as a first language. Thus, it can

be inferred that the unique parent that answered it must have lived since his childhood in a country where English is spoken.

The second question was addressed to inquire what members of the family speak the previously selected mother tongue. In this question the participants were allowed to respond more than one option. It was discovered that 29 parents chose their mother, 21 their father, 19 their brother and the last 8 specified all the family as the ones that speak this first language. The results are presented in the figure 4.2.

Fig. 4.2 Family member that speaks that mother tongue

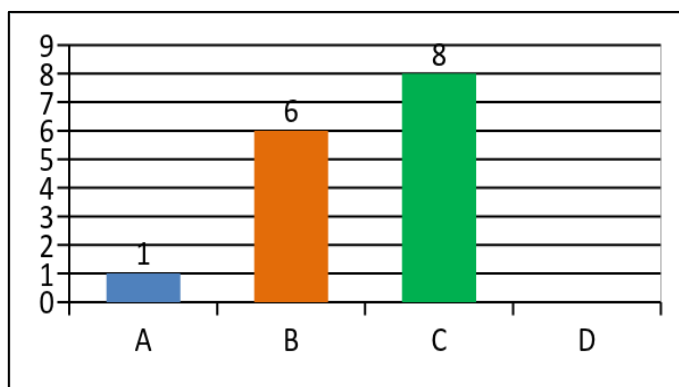


A-Mother B- Father C- Brothers D- Others

In the chart presented above the majority of parents assigned their mother as the person who mainly uses Spanish as a first language to communicate. Comparing these results with the first figure it can be deduced that their mother have a central role in the trasmition and modeling of Spanish.

The third question was led to discover what is the second language spoken by the parents. It was detected that from 37 parents only 13 counted with a second language. From those 13, 8 speak Nahuatl, 6 speak English and 1 speaks Spanish. The results are illustrated in the figure 4.3.

Fig. 4.3 Parents' second language



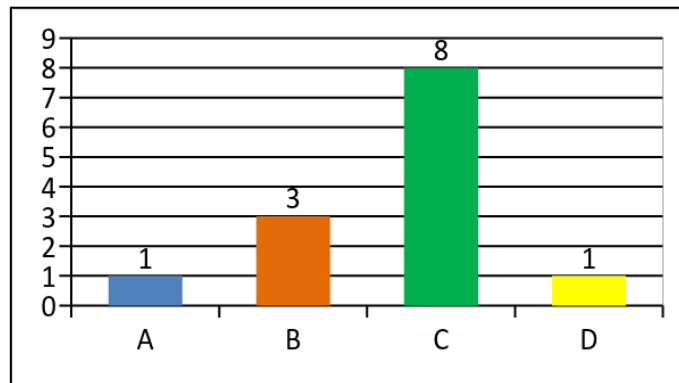
A- Spanish B- English C- Nahuatl D- Others

As it is notorious in figure 4.3, there are few parents who own another language apart from the mother tongue, being Nahuatl the dominant L2 followed by English and placing Spanish in the last position, with only one person who holds it as the second language. Then, it might obey to parents who speak Náhuatl were involved in an enviroment where that language was still spoken or because in their house their parents just communicated in it; for those parents who marked English can be assumed that they migrate to a different country, so in order to be part of that society for them was necessary to acquire the target language of the country; finally for the only parent that chose Spanish that result can be related with the information in the first graphic because of that person was firstly exposed in a English environment, and now that is in a place where Spanish is spoken he/she uses it to interact with people of this town.

The purpose of the question number four was to identify how the second language was acquired or learned. According to this 8 parents answered that it was through their family, 3 it was due to they lived in another country, 1 at the school and the last one L2 was obtained through other medium.

It is remarkable to mention that one subject did not specify the manner and one selected two options. The results are shown in the figure 4.4.

Fig. 4.4 Manner of acquisition/learning of the second language



A- School B- Lived in a different country C- At home through family D- Others

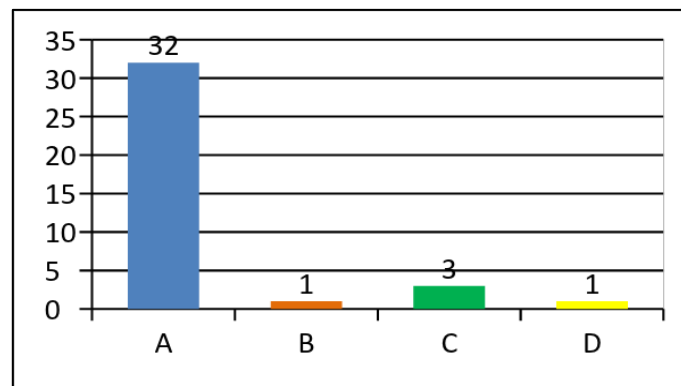
In regard to this chart, the second language was mostly acquired, owing to this was transmitted by the family and society as it usually occurs for the acquisition of a first language. Inferring these results, it must be reasonable that acquire or learn a different language not depends only of school, people undertake that according to their necessity, or because in their family another language is used to communicate among them. However, these are just some options from many to speak in another language.

The following question in the instrument was concerned to investigate about the possible existence of a third language. However, there was no evidence of this. Then, it is not vital to show results in the figure 4.5 because it is confirmed that there was no prove of a third language spoken by the parents.

4.1.2 Migration Context Background

The question number six was headed to know the place of birth of the parents. It was pointed out that most of the parents belong to Nealtican, Puebla with a total of 32, 3 are from other states of the country, 1 from another region of the state of Puebla, and the last one from another country. The results can be seen in figure 4.6.

4.6 Parents' place of birth



A- Nealtican B- Another region of Puebla C- Another state D- Another country

In the earlier figure, it was viewed that only five parents or tutors have experienced migration movements in relation with their place of birth to their current place of residence, which is Nealtican, Puebla. These results let link the small quantity of parents who speak English as their first or second language to the small quantity of parents who have migrated. In other words there is a connection between migration and spoken language.

The seventh question was directed to indicate if the parents lived in another place, which was not Nealtican while they were single. The results were separated into two categories. It is appropriated to make reference to some difficulties in the register for this question data; one subject did not answer anything meanwhile another answered in a positive

form without specifying. It is pointed out that 23 parents or tutors did not live in another place while they were single, and 13 parents did it. Of these 13 parents or tutors, 5 lived abroad and there was a tie between the parents who live in another region of Puebla and the ones who live in another state. The results are shown in the figures 4.7 and 4.7.1.

Fig. 4.7 Residence different from Nealtican while being single (Parents)

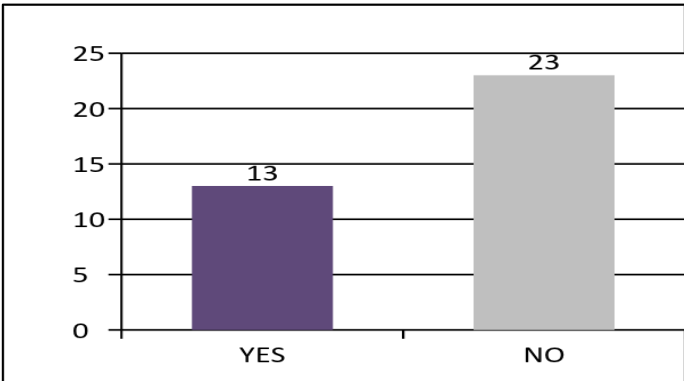
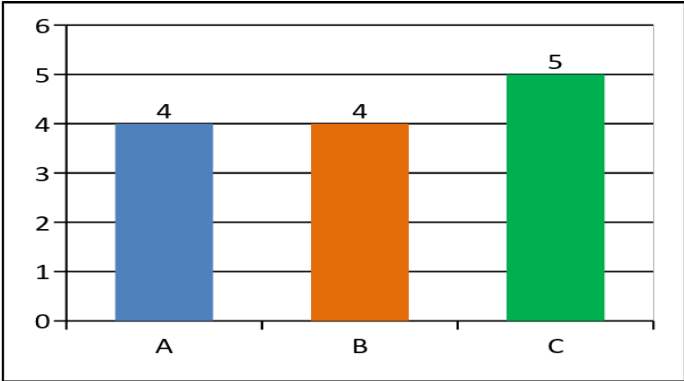


Fig. 4.7.1 Places of residence while being singles (Parents)



A- Another region of Puebla B- Another state C- Abroad

Analyzing these results, it is determined that a great part of these parents resided in other places that are not Nealtican, but still rounded by the board of the country, while there were 5 parents who experienced an international migration, principally to U.S.A. From this

data is likely to exist a relationship between age and migration movements for this group of parents, the five subjects perhaps lived there for improving their life conditions.

The question number eighth is tied to establish the numbers of parents who live in another place that is not Nealtican at the moment of getting married or having a couple. For this section, the results were divided into two categories, too. From the 37 parents or tutors, 12 lived in another place at the moment of getting married or having a couple and the rest of them did not do it. From the 12 parents, 5 lived abroad mainly in the U.S.A, and the rest of these parents in places inside the country. The results are observed in the figures 4.8 and 4.8.1.

Fig. 4.8 Parents' place of residence while married or having a couple.

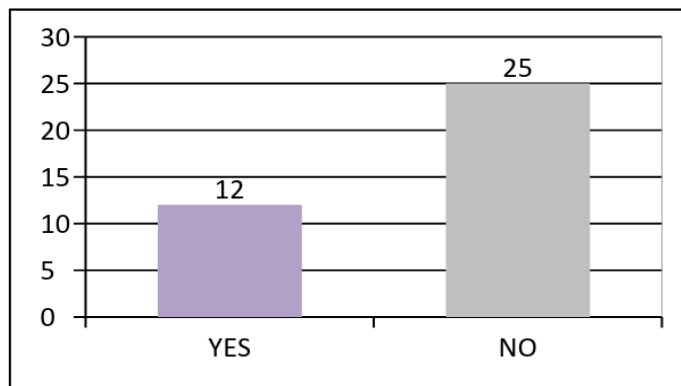
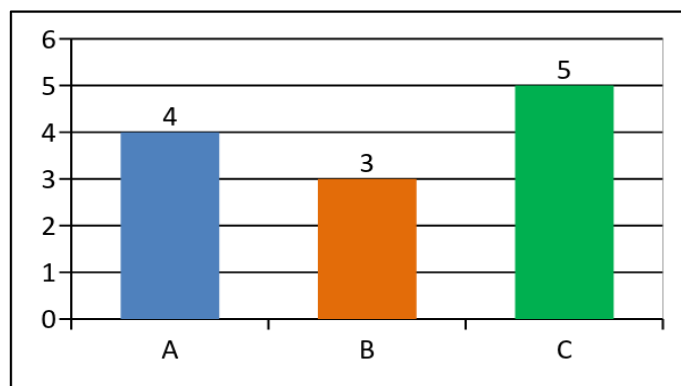


Fig. 4.8.1 Parents' place of residence while married or having a couple (specific place)



A- Another region of Puebla

B- Another state

C- Abroad

According to these results, the quantity of parents that lived in another place that is not Nealtican, but inside of the limit of the country remains superior respect to the parents who lived abroad when they got a couple. The number of parents shown in figure 4.7.1 who lived abroad during their celibate life is the same of the parents who did it but at the moment of getting married or set a life in couple, it might be thought tht their term of stay must have permitted them to be more in touch with English language making possible to increase their ability to use it.

The following question in the instrument made emphasis to investigate the quantity of parents or tutors who were living in another place while they were raising a family. In this part, the results are fragmented into two categories. A total of 24 parents expressed that they did not live in another place while they were raising a family; on the other hand, 12 affirmed that they did it. From these 12 parents or tutors, 5 were residing in other regions of Puebla, 3 in other states of the country and only 4 in another country, principally in the U.S.A. It is meaningful to highlight that one person did not answer. The results are illustrated in the figures 4.9 and 4.9.1.

Fig. 4.9 Parents' place of residence while rasing a family.

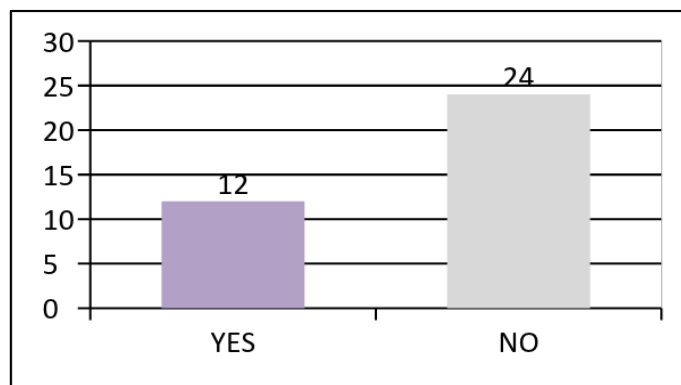
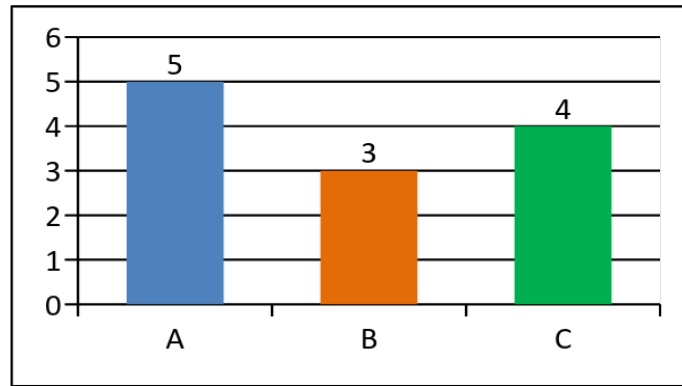


Fig. 4.9.1 Parents' place of residence while raising a family (specific place)



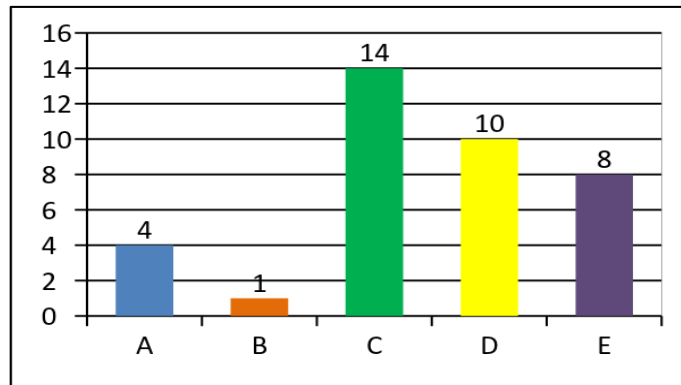
A- Another region of Puebla B- Another state C- Abroad

The results of this section confirm that few parents have had an international migration movement background a long their life. It is valuable to highlight that the number of parents who were abroad when they were living in couple coincides with the number of parents who were abroad at the moment of setting a family. In this manner it can be inferred that they could support their children to get inserted and interact in that environment by using English with them and led them to communicate in that language, too.

4.1.3 Stories

The next question is addressed to inquire the frequency and the existence of stories during the childhood of the parents. It was found out that 14 parents were exposed sometimes to stories, 10 parents rarely, 8 never, 4 always and only one usually. The results are shown in the figure 4.10.

Fig. 4.10 Parents' experiences of have been told during childhood

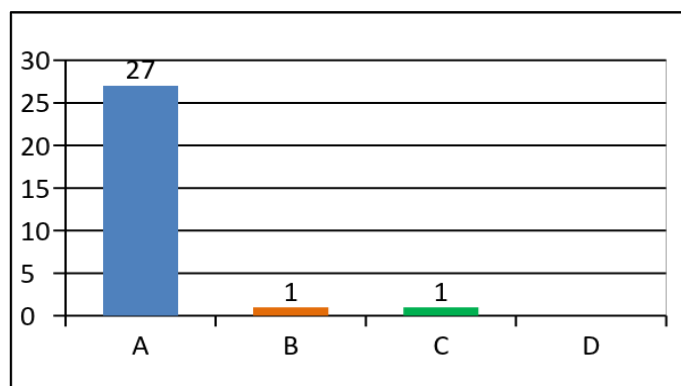


A- Always B- Usually C- Sometimes D- Rarely E- Never

The results of this question prove that the majority of the parents were exposed to stories during their childhood; thus, there is existence of familiarity to what the stories are.

The question number 11 is tied to the language or languages in which stories were told to the parents during their childhood. Only the parents that were exposed to stories could respond it. The majority of the parents listened to them in Spanish with a total of 27, 1 in English and 1 in Nahuatl. The results can be observed in the figure 4.11.

Fig. 4.11 Language in what stories were told to parents during childhood.

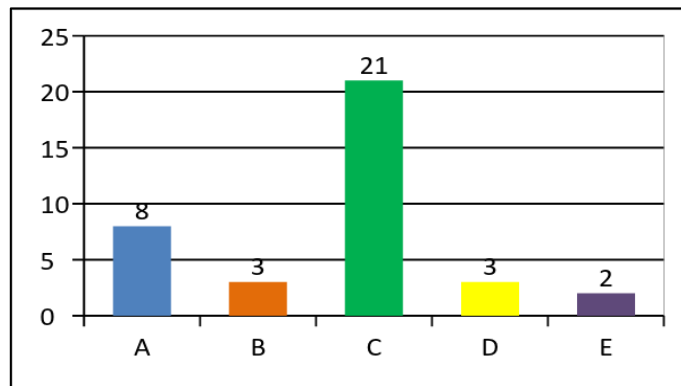


A- Spanish B- English C- Nahuatl D- Others

These results demonstrated that Spanish was the language mainly used for narrating stories; meanwhile English and Nahuatl are in a second place. This figure alludes to set a relationship between the importance that has Spanish as the strongest language in the community since it is mainly used by parents' family, principally by their mothers and not only nowadays, it was used since time before.

The following question was headed to the frequency in which parents tell stories to their children nowadays. The results expose that 21 parents tell sometimes stories to their children, 8 of them do it always, two do it never and there was a draw with 3 that indicated usually and 3 that rarely. The figure 4.12 shows the results.

Fig. 4.12 Children's experience of being told stories nowadays

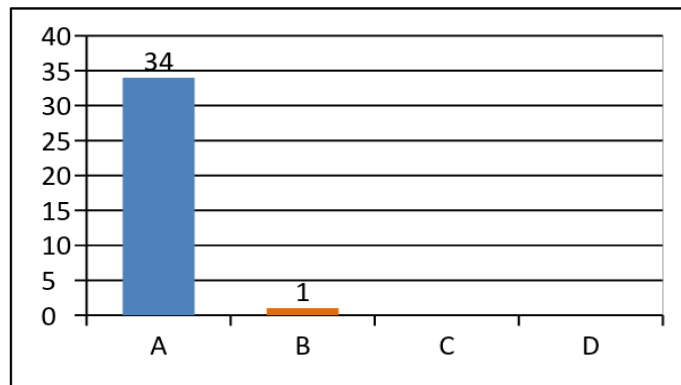


A- Always B- Usually C- Sometimes D- Rarely E- Never

These results indicate that parents might find tell stories is worthy for their children because of the figure 4.12 shows that fewer parents rarely or never share stories with their children respect to figure 4.11 where it indicates parents were less exposed to stories.

The last question of this section is addressed to the language in which stories are told by the parents to their children. Newly, with a total of 34 parents denoted that they tell stories to their children in Spanish and only 1 does it in English. The results are in the figure 4.13.

Fig. 4.13 Language in what stories are told (from parents to children)



A- Spanish B- English C- Náhuatl D- Others

Comparing the results of this figure with the ones of figure 4.11 it can be inferred that the language in what stories were told to parents during childhood coincides with the one they use to tell stories to their children. So, it can be supposed that through stories language gains strength in the life of people.

4.2 Qualitative data

Once it was detected the two subjects to be interviewed, the mother and her child, the information given by them was organized in tables which facilitates the process of categorization to make possible a proper interpretation of the results that are presented below. The categories tables and the organization list of these can be seen in appendix four.

4.2.1 Mother's interview results interpretation

The interpreted results in mother's interview are divided in four categories, which were named according to the information obtained in her answers. The purpose of the interview was to know about her migration background, the languages that she speaks and obtain information concerned to her child's English communicative competence. The transcription of the interview can be seen in the appendix D.

4.2.1.1 Migration

The mother possess a migrant background, she changed her place of residence , from Durango Mexico to Boston Massachusetts, USA while she was a child, , where she spent most of her life. Even though, she had the opportunity to return to her place of origin to live for a period of time during her puberty, but going back to U.S.A later. This exemplified the definition of human migration given by National Geographic Society (2005) which “is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary”. Hence, she lived for a long time abroad, she experienced the change of population composition in that city, she claimed it was a rise of Latin- American people in comparison when she arrived being a child, she gives a possible current percentage of 65% of Latin- Americans. On the other hand, she raised a family meanwhile her stay in the U.S.A, being her children the main reason to return to Mexico owing to she and her husband were quite busy to look after them, they did not want to delegate the responsibility to others. Consequently, her children are being given the experience of being migrants, at least for an unspecified period of time; she plans to return to U.S.A.

4.2.1.2 Bilingualism

The mother speaks two languages; English and Spanish due to her migrant experience. She explained she was taken very young to U.S.A, where everything was in English, making it indispensable to be spoken, and becoming her first language. Concerning to Spanish, she said this was acquired because of her parents spoke it at home. In other words, she is an example of migration’s influence to promote bilingualism. She acquired English to be involved in a new society, to be part of a new communicative context without losing her second language (Spanish). Nonetheless, her skills in both languages are not at the same level when she tries to

translate from English into Spanish; her vocabulary is not as extensive as it is in English. This current characteristic finds out its origin on her migrant background.

Despite she has returned to her country of origin; where English is not the official language, she has made the decision of using it every day to communicate at home, with the purpose of her children do not forget it. She considers it is valuable to know two languages, in her words “I don’t want they forget it (English) because it is also very good for them to know two languages, they know how to read and write it (English) as well as Spanish”. In this manner, she supports their children acquisition and learning of English through speaking to them in this language, providing them with workbooks and reading for them at night. This highlights what Cameron (2002) states that adults mainly mediate the environment by providing objects, ideas, speech and stories. Respect to Spanish, her husband is who speaks it to the children because he is not as skillful as her wife in English. Thus, they emphasize the usage of the language they are better at. This concern about maintaining their children bilingualism, specifically the girl’s one, was also reflected during their stay in the U.S.A, but, in that case Spanish was the only language spoken at home, since they knew that she was going to receive English at school (the mother commented the girl did not know English before entering into school).

On the other hand, the girl has created her own strategies to keep her bilingualism now she is living in Mexico; she tries to translate from Spanish to English when she is told something in the first one by her mother. Moreover, she is aware of what language has to be used, according to the people that surround her: English with her mother and her mother’s family who is abroad and communicates with her by different technological resources, and with her father and father’s family, Spanish. Thus, when the girl speaks English with her

specific family members as Gass and Selinker (2001) state she is creating knowledge, but at the same time practicing already existing knowledge.

4.2.1.2.1 The acquisition and learning of a second language is affected by abroad context influence

However, the efforts to keep the children's mother tongue, Spanish, especially in the case of the girl were minimized by the kindergarten context influence to what she was exposed. It allowed her to gather knowledge about English that enabled her to develop language skills and subs-skills to be applied in everyday life. So, English was placed as her favorite language to be spoken even at home and the one she managed better abroad. In few words, the child English communicative competence began abroad at school, and her mother preserves it through actions that have been described previously on Bilingualism section. . In other words, it is important for the girl to still possess the capacity to communicate in English with others and reinforce it to make sure as possible as it can be her successful reinserting in the U.S.A society and that she is on the critical period that Yule (1998) claims to be one where the human brain is most ready to receive and learn a particular language expands the achievement of that aim.

4.2.1.3 Bilingual migrant child's communicative competence

Taking into account what has been described above, the girl is able to select what language use in her current place of residence. Besides she knows how to adjust language depending on the context. The mother affirms that her child does not present problems to communicate in English; she is able to elaborate appropriate and accurate utterances to accomplish her communicative purposes. This child's language usage characteristics fit with what Ellis (1994) defines as communicative competence "knowledge that the speaker-hearer has of what constitutes appropriate as well as correct language behavior and also of what

constitutes effective language behavior in relation to particular communicative goals”. It also makes references to Yule’s definition of communicative competence (1998) as the ability to use the second language accurately, appropriately, and flexibly”. She said that her child is understood by her family abroad when they are on a phone call as well as the mother understands the girl.

But, the girl had problems with Spanish when she recently arrived to Mexico, she mixed both languages, and this headed her mother to translate to others what the girl said. Nonetheless, along her stay in Mexico, she gained Spanish communicative competence thanks to the exposure to this same language. In her mother words, “she is able to understand it, explains what she means, and she asks”.

To sum up, the child’s current communicative competence in both languages has been impacted by the contexts in which she has been involved, whether in Mexico or U.S.A, and supported by her parents, in the case of English her mother, and concerning to Spanish, her father nowadays.

4.2.2 Child’s interview results interpretation.

The results obtained from the child’s interview were also divided into five categories. The objective of the interview was to gather information about the impact that storytelling has had in the child, and if the child has been told stories at home by her mother. The transcription of the child’s interview is shown in the appendix D.

4.2.2.1 Stories family background (SFB)

The child gives implicitly an example that evidences her mother's purpose of supporting the acquisition and learning of English language. It refers to the girl is familiarized with being told stories in English at home by her mother. However, her home is not the only place where she can receive English language input through this medium.

4.2.2.2 English class school stories background

The child has been also exposed to stories in her English class at school. In her opinion, she likes these due to their attractiveness that lies on the pictures that are used to tell them, which also help her to make sense of them. In fact the child totally agrees with the pictures that have been used along the English classes, but preferring the ones that reflect friendship values that contribute to make her a better person with her classmates. Now, pointing out to the non-physical resource to support the narration of stories at English class, the child designates the teacher's voice as the one that makes understandable the stories, and that her teacher speaks louder keeps her attention on these same stories. Nevertheless, in her perception these stories have not contributed to gain new vocabulary; the child was not presented with new words that she has not already listened at home. Besides she thinks there is an inexistent connection between the content of those and what she has lived at home, then she has not got what McWilliams (1998) commented respect to stories could help to attach our past, present, and future to teach our to anticipate the possible consequences of her actions

4.2.2.3 Results on the child meanwhile she is told a story by the interviewer

When the girl is told the story, through her non-verbal language it is confirmed what has been expressed before respect to the relevance of the use of pictures. At the beginning of

the narration she shows herself very enthusiastic and curious until the problem of the story is revealed. Then one aspect to cover when choosing a story recommended by Wright (1997), which is to select the one will engage within the first few lines was accomplished even though after this part to the end she lost little by little her enthusiasm. However, she never stopped to pay attention to the pictures, despite of her body movements, either notorious or light.

4.2.2.4 Results on the child after the telling of a story by the interviewer

Newly, the importance of the pictures is reflected once the telling of the story by the interviewer is completed. This one asks her if she understood the story, the girl answered affirmatively, she understood everything. Then, the interviewer asks her to specify what she understood from the story, so, she tells the story in Spanish, but evincing difficulty and effort for remembering what exactly the sequence of the facts in the story was. It is worth noting that the girl did not count with the visual support provided by the pictures, because the question of the interviewer addressed to determine if she identified the problems concerned to the communicative performance of the child story, in different contexts according to a purpose, in this case, “ask for help”. Notwithstanding, in her perception that was a kind of proof of her understanding of the content of story, then another aspect taken into account for choosing a story suggested by Wright (1997) was accomplished. On the other hand, she demonstrated she was also playing a part of the expected role as a listener of a story according to McWilliams (1998) that is to create the vivid, multi-sensory images, actions, characters, and events---the reality---of the story in their mind based on the performance by the teller.

4.2.2.5 Child results as a storyteller using English

In this part, the girl confirms the important role of the pictures in the telling of a story, referring to these help her to remember what is going to happen in it. In this way, this notes the great impact of the pictures on the girl as she associates content with representative pictures of different parts of the story. Additionally, the girl peered the pictures to remember the story.

Regarding to the evaluation of her communicative competence for narrating stories, she did not adequate her language usage tied to the communicative purpose between her and the interviewer, on this occasion “retelling”. She did not use a variety of tones and volume voice to make the distinction among characters and their emotions. She did make neither body movements nor gestures. Moreover, she did not utilize a variety of connectors; she kept on “then” although she had been exposed to different connectors along the stories told at English class; however, she might use them later according to what Wright (1997) states “stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way. When the time comes to move the language items into their productive control, it is no great problem because the language is not new to them”. Sometimes, she also delayed on ending a word. It is probable that these difficulties find their origin on the decision of telling the story trying to use the same words of the interviewer. This worry was expressed through her constant body movements, and on a special type of gaze, which looked for the interviewer’s approbation to confirm that what she had been telling, was right. Finally, it should be noted that this was not the first time the child performed as a storyteller using English, she already counted with previous experience, whether short or long stories.

To sum up, the stories chosen by the teacher must be enriched in terms of language context which involves new vocabulary and a remarkable presence of connectors. Additionally the content should be related to children's reality to make her feel really part of the story.

CHAPTER V: CONCLUSIONS

In this chapter there will be mentioned the main findings that will allow to give a current answer to the hypothesis. At the same time guidelines to improve the implementation of this technique will be revealed as well as directions for other unexpected topics to be investigated.

5.1 Context

As it was stated in Niños Héroes de Chapultepec Primary School, placed in Nealtican Puebla, the children receive a bilingual education, Spanish and Náhuatl. However, this is a town that presents migration movement to U.S.A and the other way around, thus, the school perceived the necessity of proportionate English classes to its migrant children, then they asked for help to BUAP authorities, because of some authorities of the primary school were afraid that migrant children had the risk to lose their English knowledge. Hence, to support this cause and additionally to increase the communicative competence of this special group, Faculty of Languages at BUAP sent some students to give their community service there. So, in the case of first grade it was planned to use storytelling as one of the two to achieve this purpose. Consequently, the research problem was how storytelling can be used as a technique to increase migrant children's communicative competence.

5.2 Conclusions

Concerning to the previous paragraph, the main variable for this study was about storytelling. The final findings are exposed below. These are based on the general objective of this research, research questions and the hypothesis.

5.2.1 Storytelling

In order to evaluate the potentiality of this technique to reach the general objective, it was essential to take into account some main aspects to be covered when it was employed along child's English classes. Then, Fisher (w, d) commented that the use of pictures in the narration of the story develops visual, as well as verbal, thinking and intelligence. Ellis and Brewster (1991) said that "children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations"; therefore, it can be suggested that pictures contribute to facilitate the engagement with the story and encourage the understanding of it. So, according to the girl's interview results, the pictures accomplished the purpose to help her to understand the content of the stories narration along English classes; however, the pictures which more promoted her thinking were the ones used for telling a friendship story because they made her reflect about values that contributed to make her a better person with her classmates. In this manner, it might be considered an increase linked to social awareness, but related to her behavior and not directed to language usage. Thus, the girl can recover implicit messages even if these are not concerning to language usage, from pictures that transmit important values for her.

Nevertheless, this finding possibly reveals that the structure of the stories were poor because in the child's opinion she liked stories, she considered them attractive for the pictures that were used. In few words, it was less impactful the content of the stories than the physical supporting material. Another reason, which encourages the deduction of this low impact is that, the girl has not aimed what McWilliams (1998) commented respect to stories: they could help to attach our past, present, and future to teach us to anticipate the possible consequences

of our actions. For the child there is no connection between those stories and what she has experienced along her life, specifically at home.

Regarding to the non-physical resource to support the narration of stories at English class, the child designated the teacher's voice as the one that made understandable the stories, and that her teacher spoke louder kept her attention on these same stories. Even when this was helpful for the girl, other aspects mentioned by Ellis and Brewster (1991) are not taken into account for her, these are: gestures, mime, and facial expressions. So, this discover exhorts the teacher to work on the improvement of the utilization of her own body aids to narrate a story without disregarding her assertion on the use of her voice.

Now, taking into account the vocabulary used in the stories as part of one of the advice that Wright (1997) gives for choosing stories to be told to children; which offers the children a rich experience of language, the girl responded that these stories have not contributed to gain new vocabulary; the child was not presented new words that she has not already listened at home. Then, she was not provided by words or phrases that she could possibly employ after in real life, ameliorating the accuracy and appropriateness of her utterances. An example of this lack of vocabulary and model sentences contribution for increasing her communicative competence can be seen on the child's retelling of the story used in her interview.

She does not allude to a variety of sentence connectors, despite of these have been used in the stories told by her teacher and newly the interviewer used them. Besides in the evaluation of her communicative competence, she did not adequate her language usage tied to the communicative purpose between her and the interviewer, on this occasion during the "retelling". She did not use a variety of tones and volume voice to make the distinction among characters and their emotions. She did make neither body movements nor gestures. In other

words, although she demonstrated what her mother commented; she can be understood in English, and she can elaborate accurate messages, for the specific communicative purpose of “retelling” she does not appropriate the language for accomplishing it successfully. And as it was denoted, she did not extract the implicit message about the child story communicative performance: inappropriateness, and suggestion of coping strategies.

Hence, the effects on English learning in migrant children from 6 to 7 years old through Storytelling are not evident neither in terms of awareness of the accuracy, appropriateness or coping strategies concern to language usage depending on a specific purpose for interacting with others. However, remarking to what Wright (1997) states that, “stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way. When the time comes to move the language items into their productive control, it is no great problem because the language is not new to them” makes possible to still conceiving storytelling as a potential tool to increase communicative competence, then it would be advisable to continue employing it but taking into account what has been found in this research to ensure its application and with that the results over communicative competence. But, regarding to the objective its efficacy and potentiality to increase it is low so far.

Now, to enrich the conclusion exposed above it is suitable to call for the research questions previously presented in Chapter I.

1. How can Storytelling be used to develop communicative competence for migrant children in “Niños Heroes de Chapultepec” Primary School? The girl’s results suggest that retelling represents a good strategy for evaluating the progress of communicative competence since it allows to realize how much of the English language usage of knowledge and

vocabulary that the teller tries to transmit or exemplify by stories can be applied by students. As an example the story that was told to the girl contained not just basic vocabulary but with the sounds and movements done it could be comprehended and retold by her. However, to expect more positive results on the retelling it is essentially to cover the weakness detected in the applying of this technique but without disregard the strengths.

2. What would be the positive effects on migrant children learners using Storytelling?

It was not expected that the pictures used along the narration of the stories were quite important for the girl to such a level of some of them influence her conception over values and with that her attitude towards her classmates or her family. Then, it might be fructiferous to combine attractive pictures but at the same time they have to be clear to highlight values to reinforce communicate competence. Nevertheless, the usage of storytelling does not require an extensive story to describe more details (values), it is important to tell stories to come to terms with the real world; stories that provide information about what happened but they have to include a message.

3. How parents' storytelling exposure background can impact in their children capacity to tell stories?

According to the results it was found that the mother had the opportunity to be told sometimes stories in English and she replies this activity with her child but with more frequency: she tells stories to her child every night. Then she is remarkably modeling the role of a story teller to her child and with that giving her trust to play that role since it becomes a common activity with she is familiarized, implicating linguistic and communicative competence use.

5.3 Implications

Even though not much or sufficient information was obtained respect to the scopes of Storytelling to increase communicative competence on migrant children for enabling determine its potentiality and efficacy it gave clues about the aspects of its implementation to be modified or reinforced allowing to future migrant children from six to seven years old in “Niños Heroes de Chapultepec” Public Primary School could receive a more suitable treatment in relation to ensure their knowledge over English usage through this technique. Consequently, the weakness detected about the implementation of this technique and the unexpected results could be used as a trace or basis for guiding future Storytelling studies which help to polish the management of this technique and with that offer to migrant children an attractive resource to learn to communicate with others in English.

5.4 Limitations

It is worthy to mention that the establishment of the communicative level of the girl based on her mother description and not on a first interview where it was asked the retelling of a story by the child finds its reason on she is very young and in the case of having tried to approach to her before the process of implementing this technique by her teacher (which is one of the researchers) could have incommode the child.

Another important limitation was that the results are not as pure as the researcher had wanted because of it was mentioned in the first attempt to interview the girl, there was a lot of noise which guided the decision of carrying the interview one more time, besides, during the first interview the girl was more nervous and she looks like intimidated by the interviewer, because of when she was asked to retell the story in English, she told the interviewer if she can do it in Spanish.

5.5 Directions for further research

As it was previously expressed, this research did not achieve to obtain enough information to determine the potentiality and efficacy of storytelling to increase communicative competence, perhaps because of the suggested weakness concerned whether to the implementation of this technique and on the methodology procedures by the researches. However, it was discovered that this research points out to an important aspect: the teaching and learning of values through stories which direct to make studies about how this contribute to child can coexist harmoniously with other children around them creating a better growing environment.

5.6 Chapter conclusions

Every single discovered detailed along this research could not have been possible without parents who played a center role to compile information to determine the past and current language conditions environment that affected them as well as their children. In addition, with that information were identified the main subjects for this research. Therefore, with the collected data was found out unexpected discoveries that made of this work a valuable research to focus on searching the way to transmit children values through storytelling with the use of powerful pictures that enable children to comprehend others to interact with harmony in a world full of language diversity and humankind variety.

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Appendix A: original instruments (without modifications)

- Quantitative instrument
- First qualitative instrument
- Second qualitative instrument

- 3) Teniendo pareja o siendo casado (a), ¿vivió en alguna otra parte que no sea Nealtican?
 Si No (Si su respuesta es si especifique el lugar escribiéndolo en la línea)
 a) Otro municipio de Puebla _____ b) En otro estado _____
 c) En el extranjero _____
- 4) Al momento de tener una familia con hijo(s), ¿vivió en algún otra parte que no sea Nealtican?
 Si No ? (Si su respuesta es si especifique el lugar escribiéndolo en la línea)
 a) Otro municipio de Puebla _____ b) En otro estado _____
 c) En el extranjero _____

III. INTERACCION

- 1) ¿Cuántas personas viven en la vivienda que habita?
- 2) ¿Quiénes viven en su casa?
 a) Mamá b) Papá c) Abuelo d) Abuela e) Tío f) Tía
 g) Otro(s) especifique _____
- 3) ¿Con quien pasa la mayor parte del tiempo su hijo(a)?
 a) Mamá b) Papá c) Abuelo d) Abuela e) Tío f) Tía
 g) Otro(s) especifique _____
- 4) ¿Cuántos hijos(a) tiene? (Especifique sus edades).
- 5) ¿Quién o quienes están a cargo de sus hijos (as) la mayor parte del tiempo?
 a) Mamá b) Papá c) Abuelo d) Abuela e) Tío f) Tía
 g) Otro(s) especifique _____

IV. CUENTOS

- 1) Durante su infancia, ¿le contaban cuentos?
 a) Siempre b) Usualmente c) Algunas veces d) Rara vez e) Nunca
- 2) Esas historias eran narradas en:
 a) Español b) Inglés c) Náhuatl d) Otra: _____
- 3) ¿Gusta de contar historias a su(s) hijo(as)?
 a) Siempre b) Usualmente c) Algunas veces d) Rara vez e) Nunca
- 4) Si su respuesta a la pregunta 3 se encuentra dentro de los incisos del A al D, por favor conteste la siguiente. ¿En que idioma lo hace?
 a) Español b) Inglés c) Náhuatl d) Otra: _____

Le agradecemos su apoyo en la resolución de este cuestionario y le recordamos que sus respuestas serán usadas únicamente con fines académicos y de investigación. Que tenga un buen día.



First qualitative instrument

Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas



Guía de Entrevista padres de familia

Fecha: _____

Hora: _____

Lugar (Ciudad y sitio específico): _____

Entrevistador (a): _____

Entrevistado (a): _____

Género: _____ Edad: _____ Nacionalidad: _____

Estado Civil: _____ Grado de estudios: _____

El propósito de esta entrevista es recabar información para complementar aquella proporcionada por su hijo (a) respecto al uso de “Storytelling”, para incrementar la Competencia Comunicativa en niños migrantes de 6 a 7 años. De esta manera, los datos recolectados serán utilizados de manera estrictamente confidencial y con fines de investigación sin afectar la integridad del menor.

Preguntas personales

1. ¿Cuál es su lugar de procedencia?
2. ¿Ha vivido en el extranjero? (¿Cuánto tiempo?, ¿Dónde?, ¿Cómo era la zona donde vivía con respecto al tipo de habitantes? ¿Su estancia fue continua o interrumpida?, ¿Durante su estancia en ese país formó una familia?, ¿Cuántos hijos tuvo durante su estancia?, ¿Por qué decidió regresar a México?, ¿Cuánto tiempo lleva residiendo en Nealtican?, ¿Planea regresar al extranjero?, ¿Por qué?)
3. ¿Cuáles son los idiomas que habla? (¿De qué manera aprendió esa lengua y por qué?, ¿Qué tan hábil se considera para escribirla, escucharla, hablarla y leerla?)
4. Si habla una lengua extranjera, ¿Dónde la utiliza y con qué frecuencia? (¿Habla usted con su familia, hijos, esposo (a), en esa lengua?, ¿Por qué lo hace?, ¿Su familia utiliza esa lengua para comunicarse entre ellos?, ¿Por qué lo hacen?)

La anterior serie de preguntas obedecen a un fin de conocer el uso que usted le da a la lengua extranjera que maneja, así como sus antecedentes migratorios. A continuación, se le realizarán otras preguntas referentes a la relación que su hijo (a) guarda con ésta lengua.

1. ¿Qué número de hijo es? ¿Nació en el extranjero? (¿Cuánto tiempo vivió allá?, ¿ Su estancia fue continua o interrumpida?, ¿En qué idioma se le hablaba al/ a la menor en casa y por qué?, ¿ En qué lengua se comunicaba el/ la menor en casa?, ¿ ¿A qué idioma estaba expuesta el /la menor en su vecindario o lugares cercanos?.
2. ¿Durante su estancia acudió a alguna institución educativa? ¿Qué habilidades desarrollo durante su estancia en ese plantel?
3. ¿Podría usted decirme que lengua manejó con mayor facilidad en el extranjero?
4. ¿Actualmente en que idioma prefiere comunicarse su hijo (a)?

Le agradecemos sinceramente y de la manera más atenta su valiosa cooperación al ser partícipe de esta investigación. Se le recuerda que la información será utilizada de manera confidencial.

Second qualitative instrument

Guía de Entrevista sobre el uso de “Storytelling”

Fecha: _____

Hora: _____

Lugar (Ciudad y sitio específico): _____

Entrevistador (a): _____

Entrevistado (a): _____

El propósito de esta entrevista es recabar información respecto al uso de “Storytelling”, para incrementar la Competencia Comunicativa en niños migrantes de 6 a 7 años. De esta manera, los datos recolectados serán utilizados de manera estrictamente confidencial y con fines de investigación.

Preguntas

Pregunta General

1. ¿Cómo te sientes cuando te cuentan una historia?

Sección I – Rol de la Profesora

1. ¿Qué opinas de que la Profesora de Inglés te cuente historias en inglés?
2. ¿Qué tanto te agradan las historias en inglés que te cuenta tu Profesora de Inglés?
3. ¿Qué haz aprendido de las historias en inglés que te cuenta tu Profesora de Inglés?
4. ¿Qué hace la Profesora de Inglés para que estés atenta a la historia?

Observaciones

Sección II – Rol del Material

1. ¿Qué te gustaría cambiar del material que utiliza tu Profesora de Inglés?
2. ¿Qué tanto te ayuda el material que utiliza tu Profesora de Inglés para entender la historia?

Observaciones

Sección III – Rol del Estudiante (Niña)

1. ¿En que se parecen las historias que te cuenta tu Profesora de Inglés con lo que haz vivido?
2. Utilizando el material que uso tu Profesora de Inglés, ¿puedes contarme la historia en inglés otra vez?
3. Con el siguiente material, ¿podrías crear tu propia historia y contármela en inglés?

Observaciones

Appendix B: instruments modified

- Quantitative instrument
- First qualitative instrument
- Second qualitative instrument



Quantitative instrument

Benemérita Universidad Autónoma de Puebla Facultad de Lenguas Encuesta para Padres



Fecha: _____ Lugar: _____ Edad: _____
Género: _____ Nacionalidad: _____
Estado Civil: _____ Grado de estudios: _____
Ocupación: _____

El propósito de esta encuesta es recabar información sobre los aspectos de la lengua, uso de cuentos e identidad así como su posible relación con los movimientos migratorios actuales. Le suplicamos que sus repuestas sean lo más sinceras posibles. Hacemos hincapié en que los datos recolectados serán usados de manera confidencial, con fines académicos y de investigación.

A continuación se presentan una serie de preguntas, las cuales deberá leer detenidamente.

Para indicar su respuesta, encierre la opción o las opciones que más se ajusten a su realidad.

I. LENGUAS (IDIOMAS)

1) ¿Cuál es su lengua Materna? En caso de tener mas de una especifique cuales.

a) Español b) Inglés c)Náhuatl d) Otra (s): _____

2) ¿Qué personas hablan esta(s) lengua(s) en su familia?

a) Madre b)Padre c)Hermanos d) Otros: _____

3) ¿Cuál es su segunda lengua?

a) Español b) Inglés c)Náhuatl d) Otra (s): _____

4) ¿Cómo adquirió o aprendió esta segunda lengua?

a) En la escuela

b) Porque residí en otro país ¿Cuál? _____

c) En casa a través de la familia ¿Quién? _____

d) Otros: _____

5) Si habla una tercera lengua, ¿cuál es?

a) Español b) Inglés c)Náhuatl d) Otra (s): _____

II. MIGRACIÓN

1) ¿Cuál es su lugar de procedencia? (si su respuesta es b, c o d, especifique el lugar)

a) Nealtican b) Otro municipio de Puebla _____

c) Otro estado _____ d) Otro país _____

2) Siendo soltero(a), ¿vive o vivió en algún otra parte que no sea Nealtican?

Si No (Si su respuesta es si especifique el lugar escribiéndolo en la línea)

a) Otro municipio de Puebla _____ b) En otro estado _____

c) En el extranjero _____

3) Teniendo pareja o siendo casado (a), ¿vivió en alguna otra parte que no sea Nealtican?

Si No (Si su respuesta es si especifique el lugar escribiéndolo en la línea)

a) Otro municipio de Puebla _____ b) En otro estado _____

- c) En el extranjero _____
- 4) Al momento de tener una familia con hijo(s), ¿vivió en algún otra parte que no sea Nealtican?
Si No (Si su respuesta es si especifique el lugar escribiéndolo en la línea)
- a) Otro municipio de Puebla _____ b) En otro estado _____
- c) En el extranjero _____
- g) Otro(s) especifique _____

IV. CUENTOS

- 1) Durante su infancia, ¿le contaban cuentos?
- a) Siempre b) Usualmente c) Algunas veces d) Rara vez e) Nunca
- 2) Esas historias eran narradas en:
- a) Español b) Inglés c) Náhuatl d) Otra: _____
- 3) ¿Le gusta contar historias a su(s) hijo(as)?
- a) Siempre b) Usualmente c) Algunas veces d) Rara vez e) Nunca
- 4) Si su respuesta a la pregunta 3 se encuentra dentro de los incisos del A al D, por favor conteste la siguiente. ¿En que idioma lo hace?
- a) Español b) Inglés c) Náhuatl d) Otra: _____

Le agradecemos su apoyo en la resolución de este cuestionario y le recordamos que sus respuestas serán usadas únicamente con fines académicos y de investigación. Que tenga un buen día.



First qualitative instrument (Parent's Interview)

Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas
Guía de Entrevista padres de familia



Fecha: _____ Hora: _____ Lugar (Ciudad y sitio específico): _____
 Entrevistador(a): _____
 Entrevistado (a): _____
 Género: _____ Edad: _____ Nacionalidad: _____
 Estado Civil: _____ Grado de estudios: _____ Ocupación: _____

El propósito de esta entrevista es recabar información para complementar aquella proporcionada por su hijo (a) respecto al uso de “Storytelling”, para incrementar la Competencia Comunicativa en niños migrantes de 6 a 7 años. De esta manera, los datos recolectados serán utilizados de manera estrictamente confidencial y con fines de investigación sin afectar la integridad del menor.

Preguntas personales

1. ¿Cuál es su lugar de procedencia?
2. ¿Ha vivido en el extranjero? (¿Cuánto tiempo?, ¿Dónde?, ¿Cómo era la zona donde vivía con respecto al tipo de habitantes? ¿Su estancia fue continua o interrumpida?, ¿Durante su estancia en ese país formo una familia?, ¿Cuántos hijos tuvo durante su estancia?, ¿Por qué decidió regresar a México?, ¿Cuánto tiempo lleva residiendo en Nealtican?, ¿Planea regresar al extranjero?, ¿Por qué?)
3. ¿Cuáles son los idiomas que habla? (¿De qué manera aprendió esa lengua y por qué?, ¿Qué tan hábil se considera para escribirla, escucharla, hablarla y leerla?)
4. ¿Habla Inglés? Si / No ¿Porqué? ¿Dónde la utiliza y con qué frecuencia? (¿Habla usted con su familia, hijos, esposo (a), en esa lengua?, ¿Por qué lo hace?, ¿Su familia utiliza esa lengua para comunicarse entre ellos?, ¿Por qué lo hacen?)
5. ¿Dónde trabaja y en que horario?

La anterior serie de preguntas obedecen a un fin de conocer el uso que usted le da a la lengua extranjera que maneja. A continuación, se le realizarán otras preguntas referentes a la relación de su hijo (a) de primer grado guarda con ésta lengua.

1. ¿Qué número de hijo es? ¿Nació en el extranjero? (¿Cuánto tiempo vivió allá?, ¿ Su estancia fue continua o interrumpida?, ¿En qué idioma se le hablaba al/ a la menor en casa y por qué?, ¿ En qué lengua se comunicaba el/ la menor en casa?, ¿ ¿A qué idioma estaba expuesta el /la menor en su vecindario o lugares cercanos?.
2. ¿Durante su estancia acudió a alguna institución educativa? ¿Qué habilidades desarrollo durante su estancia en ese plantel?
3. ¿Podría usted decirme que lengua manejó con mayor facilidad en el extranjero?

4. ¿Actualmente en que idioma prefiere comunicarse su hijo (a)?
5. Le _____ gustaría _____ añadir _____ algo
-

Le agradecemos sinceramente y de la manera más atenta su valiosa cooperación al ser partícipe de esta investigación. Se le recuerda que la información será utilizada de manera confidencial.



Second qualitative instrument (Child's Interview)



Benemérita Universidad Autónoma de Puebla Facultad de Lenguas Guía de Entrevista sobre el uso de "Storytelling"

Fecha: _____ Hora: _____ Lugar (Ciudad y sitio específico): _____

Entrevistador (a): _____

Entrevistado (a): _____

El propósito de esta entrevista es recabar información respecto al uso de "Storytelling", para incrementar la Competencia Comunicativa en niños migrantes de 6 a 7 años. De esta manera, los datos recolectados serán utilizados de manera estrictamente confidencial y con fines de investigación.

Preguntas

Pregunta General

1. ¿Quién te ha contado cuentos y en que idioma?
2. ¿Te gusta que te cuenten cuentos o historias en la clase de inglés?
3. ¿Cómo te sientes cuando te cuento una historia en inglés?

Sección I – Rol de la Profesora

1. ¿Qué opinas de los cuentos en Inglés que te he contado?
2. ¿Qué tanto te gustan las historias en inglés que te he contado?
3. ¿Qué haz aprendido nuevas palabras de los cuentos que te he contado?

Observaciones

Sección II – Rol del Material

1. ¿Qué te gustaría cambiar del material que utiliza tu Profesora de Inglés?
2. ¿Qué tanto te ayuda el material que utiliza tu Profesora de Inglés para entender la historia?
3. ¿Cuándo te cuento te cuento la historia, que material te ha gustado más y porqué?

Observaciones

Sección III

1. Cuándo te cuento el cuento, qué tanto te ayuda a entenderlo:
a) Mi voz b) Mis gestos c) Mis Movimientos
2. ¿Qué hace que la historia llame tu atención?

Observaciones

Sección IV – Rol del Estudiante (Niña)

1. ¿En que se parecen las historias que te cuenta tu Profesora de Inglés con lo que haz vivido?
2. Utilizando éste material, ¿puedes contarme la historia en inglés otra vez?
3. ¿Habías contado cuentos en inglés antes? ¿Crees que lo que hemos hecho en clase te facilita recordar el cuento?

Te agradecemos sinceramente y de la manera más atenta tu valiosa cooperación al ser partícipe de esta investigación. Se te recuerda que la información será utilizada de manera confidencial.

Appendix C: material used during the storytelling

- Story told in the child's interview (The lost child)
 - Pictures used during the narration

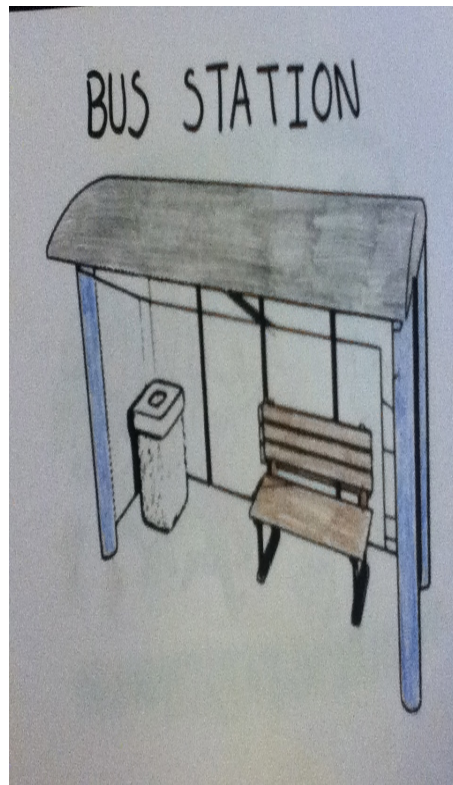
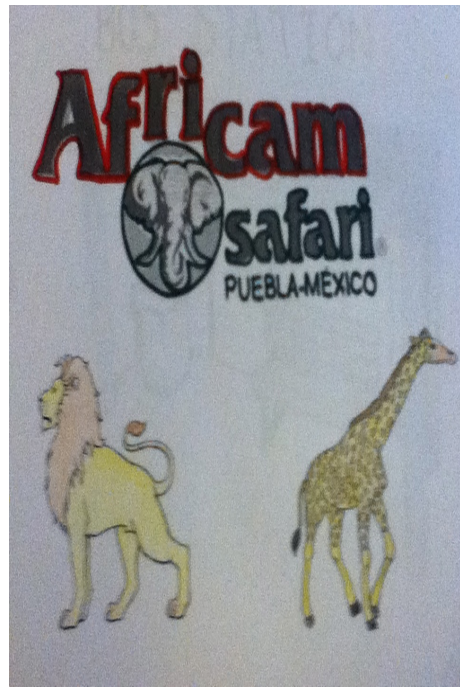
Story told in the child's interview

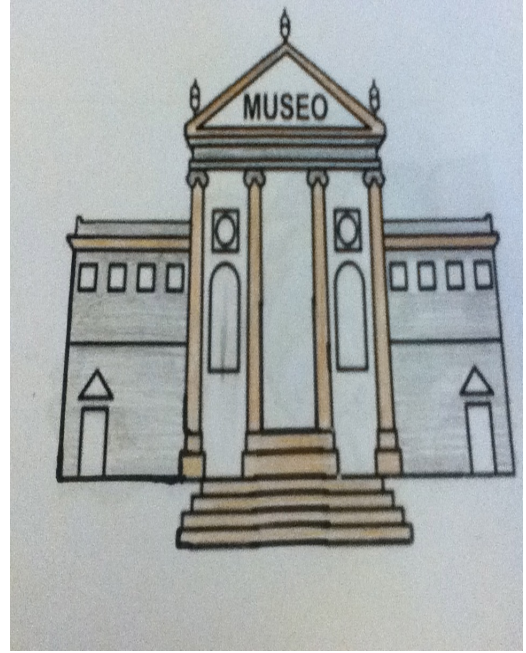
Storytelling (The lost child)

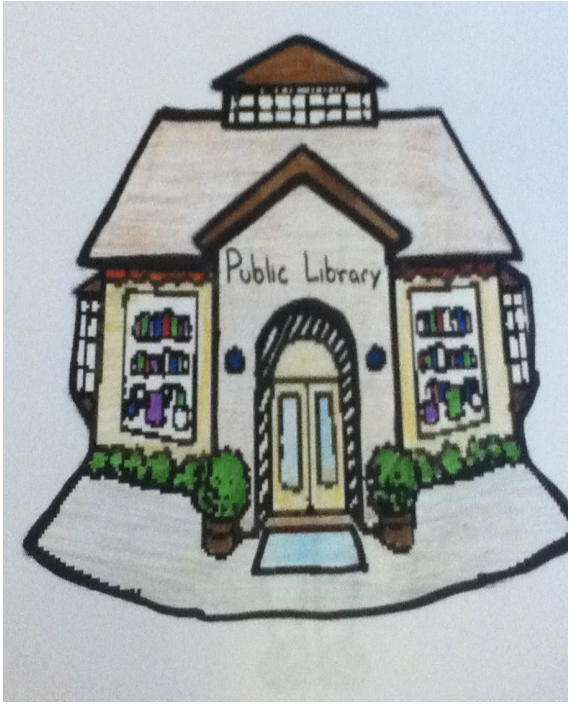
One day, a little American child called Frankie was visiting his Mexican family in Puebla City. His granny had decided to take him to know some wild animals in Africam Safari Zoo that afternoon. Then after having eaten an ice cream, they were waiting for a bus to get there. Suddenly a big crowd separated Frankie's hand of his granny's one. Immediately, He started to yell "Granny" "Granny" "Where are you" "I am scared", but no one answered. Consequently, he began to walk to look for his granny in the downtown. On the way, he found a park where there were a lot of people playing, laughing, and listening to music: there was a lot of noise. He approached to an old man to ask him: "I want my granny," "Tell me where she is". The old man respond: "Eh?, no te entiendo", and he moved away leaving Frankie alone. He got even more desperate. However, he continued walking. Now, he entered into a museum and he reached for the pants of an employee and shouted to him: "Where is my granny!" "She was with me!" Tell me where is she!" The employee frowned and closed his eyes and left Frankie alone.

Frankie was already tired, so he took a sit outside of a Public library. At the same time a student was leaving the place, this one realized about the Frankie's sadness and ask him: "Niño que tienes?" Frankie answered with tears in his eyes: "I want my granny" The students replied: "What?" "I know a little English, repeat again but this time slower and louder" However, Frankie used the same word and the same manners to answer: "I want my granny" The student answered him: "Take it easy" "listen to me" "I promised I will help you, please repeat it to me, but slower and louder". Frankie did it, taking into account his petitions. "I want my granny" "I am lost" "Take me with her, please" The student decided to take Frankie as far as the police station where unexpectedly his grandmother was. They looked each other and Frankie ran to her arms. Then, the granny thanked the student and she and Frankie went home.

Pictures







Appendix D: qualitative results (categorization)

- Mother's category
- Child's category

Mother's Category

Question or statements to be confirmed (Interviewer)	Answer (Interviewed)	Categories	Analytic "Memo"
1. Where are you from?	I was born in Durango Mexico	Migration	Migration refers to the change of place of residence to another country that could be for a long time.
2. Have you lived abroad?	Yes		
3. How much time?	Approximately 28, 29 years		
4. Where?	In the United States, in Massachusetts State, in Boston city.	Migration	Migration refers to the change of place of residence to another country that could be for a long time for example from Mexico to the USA.
5. How was the zone like respect to the kind of the inhabitants? I mean if it was an equal quantity between Latin Americans and Native Americans or vice versa.	No, when we recently arrived, there were only Americans, Italians and we were one of the families, one of the first Latin Americans families that arrived to that place, and now, I think that the majority of the people of that city are already Latin Americans, it would be the 65% since I came here two years ago.	* Migration Increment of Latin American people to the U.S.A. (M)	Migration Increment of Latin American people to the U.S.A. means that in a specific place of this country it can be perceived that most of its population is composed by Latin Americans nowadays.
6. Was your stay continuous or interrupted?	It was continuous, well it was not, it was rather interrupted, because we lived 2, 3 years in Durango, and when I was 11 until I was 14 years old, then, we returned once again to	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA and having the possibility of returning to the place of origin to live for a period of time, but going back to

	the U.S.A.		USA later.
7. When you were in that country, did you raise a family?	Yes	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later.
8. How many children did you give birth during your stay?	Two kids	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later.
9. Why did you decide to return to Mexico?	The life had became a little bit chaotic, could it be named? The lifestyle was too fast and having two children, we both were forced to work and we didn't want that the kids, well, rather in this early stage of their lives, we didn't want that well that baby-sitters or their grannies looked after them, we wanted to spend more time with them and all of that.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
10. Currently, how much time have you been living in Nealtican?	Like one year and a half more or less, it will be two years in November.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the

			opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
11. Ok, Do you think about going back to the abroad?	Yes, in a couple of years God willing.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
12. Why?	For the same reason, because the children are from there, and I have all my family there, and I don't have family here, then, we will want to get back to see them once again.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
13. What are the languages you speak?	English and Spanish.	Bilingualism	Bilingualism is when a person speaks two languages.

<p>14. How did you acquire or learn each of these two languages?</p>	<p>English was because of my parents picked me up very young, it was the first I learned to speak, everything is in English there, as I tell you, when we had recently arrived everything was in English, then it was indispensable to learn it, and Spanish was because of my parents speak it, then, they spoke it to me and I learned it.</p>	<p>*Migration influence to promote Bilingualism (M y B)</p>	<p>Migration influence to promote Bilingualism points out when a young person must acquire the official language of the place he changes his residence to be involved in that new communicative context without losing his parents' language.</p>
<p>15. How much skillful do you consider yourself to write, listen, speak and read each one of those languages?</p>	<p>I think, I think that I have it, yes, I have it, as it is said, the skill. Yes, I write very well, not perfect but very well. Yes, both languages.</p>	<p>Bilingualism</p>	<p>Bilingualism is when a person speaks two languages due to the development of the four language skills: listening, speaking, reading and writing, at different levels.</p>
<p>16. But both languages?</p>	<p>Ujum</p>	<p>Bilingualism</p>	<p>Bilingualism is when a person speaks two languages due to the development of the four language skills: listening, speaking, reading and writing, at different levels.</p>
<p>17. Then, don't you find difficulty to communicate with other people?</p>	<p>No, when, when I translate a document or something else whether it is a story, I find myself with a little' difficulty to translate from English to Spanish, because I don't find the correct words in Spanish. I could say that my Spanish is more than basic but not so, how could I say it?</p>	<p>Bilingualism</p>	<p>Bilingualism is when a person speaks two languages due to the development of the four language skills: listening, speaking, reading and writing, at different levels to communicate with others.</p>

18. Limited?	19. Aja, it is like a little limited, but I understand it, but from Spanish to English I can translate it with a lot of facility.	Bilingualism	Bilingualism is when a person speaks two languages due to the development of the four language skills: listening, speaking, reading and writing, at different levels to communicate with others; so, it could be possible that one of those two becomes the dominant.
19. Then, could it be said that you are more skillful in English than in Spanish?	Yes, it that what it is.	Bilingualism	Bilingualism is when a person speaks two languages due to the development of the four language skills: listening, speaking, reading and writing, at different levels to communicate with others; so, it could be possible that one of those two becomes the dominant.
20. To what do you attribute it?	That I've been there and I went to the school there and it was the only thing I listened, it was only English at school, I listened to friends, everything, relatives. Later, among my brothers and I only spoke in English. We only speak in English so far, my youngest sister, her Spanish is not very good we say, thus, among us, we only speak English.	*Migration influence to promote Bilingualism (M y B)	Migration influence to promote Bilingualism points out when a young person must acquire the official language of the place he changes his residence to be involved in that new communicative context and with that making possible that one of those two becomes the dominant one without losing his parents' language, although this last could weaken.
21. Currently, you have changed your place of residence to Nealtican, Do you continue using English to communicate?	Yes	*Making decisions about the usage of languages by a bilingual person. (B)	Making decisions about the usage of languages by a bilingual person concern to the selection of what language is used in a specific place of residence. Thus, the dominant language can be used in a place where the official

			language is the parents' one.
22. Why?	To avoid children forget English, because it is theirs, it is their mother tongue as they say, I don't want they forget it because it is also very good for them to know two languages, they know how to read and write it as well as Spanish. Obviously, because we have our parents.	*Bilingual parents making decisions about the usage of languages (B)	Bilingual parents making decisions about the usage of languages concern to the selection of what language is used in a specific place of residence in regard to parents' considerations about children necessities. Thus, the dominant language can be used in a place where the official language is the parents' one.
23. Right, well, then highlighting it, it could be said that you continue using English language at home very often.	Yes	*Bilingual parents making decisions about the usage of languages (B)	Bilingual parents making decisions about the usage of languages concern to the selection of what language is used and with what frequency in a specific place of residence in regard to parents' considerations about children necessities. Thus, the dominant language can be used in a place where the official language is the parents' one.
24. Do you always use it?	Yes, everyday, I have a workbook for the girl and I speak everything in English to her. The little boy, well the middle one, I speak in English to him, too, he understands it and some words and everything already have their name in English. They have their books, they also have many books in English, and I read for them every night.	*Bilingual parents making decisions and actions to support the usage of languages (B)	Bilingual parents making decisions and actions to support the usage of languages concern to the selection of what language is used, with what frequency, and in what manners is transmitted in a specific place of residence in regard to parents' considerations about children necessities. Thus, the dominant language can be used in a place where the official language is the parents' one.

<p>25. Pointing out to an aspect that you've previously mentioned, you told me that this language is used among your family, but I understand it is respect to your family who is abroad.</p>	<p>Yes</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>
<p>26. And when you are on the phone or it is what I infer.</p>	<p>Yes</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>
<p>27. Yes, but at your home, does your husband speak English?</p>	<p>My husband speaks English not so good, but he speaks it, he understands and writes it, but between us, we only speak Spanish, he speaks Spanish with the children. That's why.</p>	<p>*Family role to support the continuance of bilingualism. (B)</p>	<p>Family role to support the continuance of bilingualism means that parents share the responsibility of transmitting both languages to their children; nonetheless, they can not have the same proficiency in the two languages, so they emphasis the usage of the one they are better at.</p>
<p>28. In few words, you are uncharged of carrying English language with the children and your husband does it, but with Spanish language.</p>	<p>Yes And when we were in the U.S.A it was the opposite, the girl was forgetting Spanish, so, we only spoke Spanish at home, because we knew that she was going to receive English at school.</p>	<p>*Bilingual parents making decisions and actions to support the usage of languages (B)</p>	<p>Bilingual parents making decisions and actions to support the usage of languages concern to the selection of what language is used, with what frequency, and in what manners is transmitted in a specific place of residence in regard to parents' considerations about children necessities. Thus, the dominant language can be used in a place where the official language is the parents' one or vice versa.</p>
<p>29. You changed the</p>	<p>Yes.</p>	<p>*Bilingual</p>	<p>Bilingual parents making</p>

strategy according to the place.		parents making decisions and actions to support the usage of languages (B)	decisions and actions to support the usage of languages concern to the selection of what language is used, with what frequency, and in what manners is transmitted in a specific place of residence in regard to parents' considerations about children necessities. Thus, the dominant language can be used in a place where the official language is the parents' one or vice versa.
30. What number of child is she?	She is the first	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
31. Was she born abroad?	Yes	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
32. How much time did she lived there?	The first six years.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds.

			This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
33. Was her stay continuous or interrupted?	Continuous, continuous.	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
34. Continuous	Yes	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
35. So, this is, well, when you recently arrived it was the first time that the girl was in Mexico.	Yes	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin

			to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
36. Never	Yes, she had never come	Migration	Migration refers to the change of place of residence to another country that could be for a long time, for example from Mexico to the USA, with that get the opportunity to raise a family there, and having the possibility of returning to the place of origin to live for a period of time, but going back to USA later in order to avoid losing family bonds. This last can occur in case that life style became chaotic in the USA and does not allow spending time with children.
37. What languages were used to speak to the girl at home and why?	Yes, as I tell you, we spoke Spanish because she, English, in fact, when she got into the school she didn't know English because we spoke to her in Spanish, and as soon as she got into the school, one month later, it was her favorite language, and she was forgetting, after she had gone to the school and all of that, before coming here she dominated English, and Spanish was being like forgotten, despite of we spoke it to her at home.	*Educational Context Influence minimizes parents' efforts to keep the mother tongue abroad.	Educational Context Influence minimizes parents' efforts to keep the mother tongue in their children despite of actions in pro of the development of the mother tongue, due to they are immersed in a environment where they are taught the second language which result the official of that place abroad. In addition, it can become the favorite of children to communicate.
38. Then, the girl	Yes, She did in English,	Educational	Educational Context Influence

<p>communicated preferably in English</p>	<p>at home.</p>	<p>Context Influence minimizes parents' efforts to keep the mother tongue abroad.</p>	<p>minimizes parents' efforts to keep the mother tongue in their children despite of actions in pro of the development of the mother tongue, due to they are immersed in a environment where they are taught the second language which result the official of that place abroad. In addition, it can become the favorite of children to communicate even at home.</p>
<p>39. But you tried to transmit Spanish.</p>	<p>Ujum</p>	<p>*Bilingual parents making decisions and actions to support the usage of languages (B)</p>	<p>Bilingual parents making decisions and actions to support the usage of languages concern to the selection of what language is used, with what frequency, and in what manners is transmitted in a specific place of residence in regard to parents' considerations about children necessities. Thus, the second language can be used in a place where the official language is the mother tongue or vice versa.</p>
<p>40. So, the language to what the girl was exposed in the neighborhood and near places was English.</p>	<p>Yes, it was only English. Yes, because as I tell you, my relatives from there "___", everybody speaks English, then cousins spoke her everything in English, her little friends everything in English. Everything.</p>	<p>The acquisition and learning of a second language is affected by context's influence abroad.</p>	<p>The acquisition and learning of a second language is affected by context's influence abroad is framed by the interaction among children and close people who surround them and who speak that second language that it is or could be considered for these people as their mother tongue.</p>
<p>41. Despite of as you'd mentioned, time after, the neighborhood became like more, well it obtained</p>	<p>Yes, English was notorious. In the area where she went to the school Americans still dominated, it was a kind of an American</p>	<p>The acquisition and learning of a second language is affected by context's</p>	<p>The acquisition and learning of a second language is affected by context's influence abroad is framed by the interaction among children and close people who surround them and who speak</p>

more American population than American, English was notorious.	Latin than and was	community in what it was very hard that more Latin American got in, but the school was there and due to I went there when I was a child; hence, I enrolled her there for the same reason.	influence abroad.	that second language that it is or could be considered for these people as their mother tongue.
42. During her stay, well, you've already mentioned that she went to an educational institution. And what skills did she develop during her stay in that educational institution?		She learned English, well, she already spoke it and understood it, she dominated it better, her vocabulary got a little bit extensive and advanced, and once she got in to the Kindergarten, she was immediately able to write and read even she was very young, she was 4 years old, at her few years she knew write her name and read and all of that.	The support of English language acquisition by an educational institution	The support of English language acquisition by an educational institution is when the child has the opportunity to receive formal instruction at school to gather knowledge about it (learning), which enables her to develop her skills and sub-skills with the purpose of applying that knowledge in everyday life.
43. Could you tell what language did she manage with more facility abroad?		English.	The support of English language acquisition by an educational institution	The support of English language acquisition by an educational institution is when children have the opportunity to receive formal instruction at school to gather knowledge about it (learning), which enables them to develop their skills and sub-skills with the purpose of applying that knowledge in everyday life.

<p>44. Currently, in what language does your daughter prefer to communicate?</p>	<p>Still in English, because I speak to her, and when I sometimes speak to her in Spanish, she tells me, she translates it into English, and then tells me: in this way? I tell her yes. It's like she understands what I tell her in Spanish, then, she repeats it in English, and I tell her yes, it is in that way and she responds me, but I have to strive a little more with her, because I think that if I continue in this way, I don't want she leaves English behind, obviously because it is her language, the principal, but I sometimes notice that everybody there, her grandpa, her uncles and everything she has to speak in Spanish, but when we are alone, it's only English. And she knows with whom.</p>	<p>Development of migrant child own strategies to keep bilingualism</p>	<p>Development of migrant child own strategies to keep bilingualism address to besides the efforts of parents to promote both languages for their kids, these create own tactics, as translating from one language to another to encourage the use of the two languages and at the same time verify if the development is proportional in both ones.</p>
<p>45. But, well, taking into account what you mentioned before, I infer that the family, it is the father's family who uses more Spanish.</p>	<p>Yes, but as I tell you, my sisters call us every day, her cousins do it by the computer, too, they see each other and communicate. And it is only English. That happens every day, it might be that one or two days go in which they don't do it, but it is every day that they talk, I mean she is exposed to</p>	<p>Migrant child bilingual social awareness of language usage.</p>	<p>Migrant child bilingual social awareness of language usage exists when the child is able to determine what language is appropriate to use with people that surrounds him.</p>
<p>45. But, well, taking into account what you mentioned before, I infer that the family, it is the father's family who uses more Spanish.</p>	<p>Yes, but as I tell you, my sisters call us every day, her cousins do it by the computer, too, they see each other and communicate. And it is only English. That happens every day, it might be that one or two days go in which they don't do it, but it is every day that they talk, I mean she is exposed to</p>	<p>Migrant child bilingual social awareness of language usage.</p>	<p>Migrant child bilingual social awareness of language usage exists when the child is able to determine what language is appropriate to use with people that surrounds him.</p>

	English with my relatives apart from me.		
46. Well, have you observed that the girl presents, well, rather she knows differentiate the manner for addressing to others, whether it is depending of their age, the place they are, too? For example, I don't know, in a library, she knows she must speak low and she knows to communicate effectively.	Yes	Bilingual migrant child's communicative competence	Bilingual migrant child's communicative competence means that the child is able to adjust the language depending on the context to be used, including the age of the subject.
47. She can do it	Yes, because she. As I tell you, she likes reading and all of that and she knows as you say, we take her to the library and she knows that she had to be quiet. In the school, they also had their art class and they had to be quiet when it was art class, too. Every day they had a moment not of silence but it is called quiet time, it'd be like when they are quiet and they can choose whatever they want and they are explained why and things like that. And so on, obviously when she goes to a party, a meeting, she knows that	Bilingual migrant child's communicative competence	Bilingual migrant child's communicative competence means that the child is able to adjust the language depending on the context to be used, including the age of the subject.

	she has to be quiet or can be normal, and things like that.		
48. Does she know how to address to people?	Yes	Bilingual migrant child's communicative competence	Bilingual Child's communicative competence means that the child is able to adjust the language depending on the context to be used, including the age of the subject.
49. And she is able to communicate, I mean, she achieves. Well, at the moment of communicating with people, a purpose is possessed, whether to ask something, complain, or something like that, does she achieve to be understood by the other person?	Nowadays yes, when she recently arrives not. But now yes, because as I tell you, as she is more exposed to Spanish language, then, she is able to communicate well in Spanish, because before she mixed words in English and people told me, what? what does she say? What is she asking for? and things like that. The same situation with the middle boy, because he was learning English and all of that, he asked for everything, and then he was answered, whether my uncle, my brother-in-law, or whoever, they said, what is he asking for? They answered him and he understood. But now, the girl asks, knows, explains, and she is well understood.	Context's influence over a bilingual migrant child's communicative competence	Context's influence over a bilingual migrant child's communicative competence can be reflected on the fact that more language input exposition of the weak language managed by the child results in an increment of vocabulary which helps the child to elaborate accurate and appropriated utterances to accomplish their communicative purposes. In few words, it encourages the strengthening of the weak language.
50. And doesn't she present this problem in English?	No, she doesn't, in English not. When she talks with my relatives she speaks in English,	English communicative competence increment in a	English communicative competence increment in a bilingual migrant child is promoted by the mother means

	she is understood, when she talks with me I understand her, and I don't see she is having trouble with it. It is for the same reason that I continue teaching her English every day.	bilingual migrant child is promoted by the mother	that even though the child is not living in the country where English is used, the child continues acquiring knowledge at his current place of residence, due to one of her parents support the gathering of English knowledge and its usage.
51. Ok, very good, would you like to add something to this interview?	No, that's precisely all.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.

Child's category

Question or statements to be confirmed (Interviewer)	Answer (Interviewed)	Non-verbal language	Categories	Analytic "Memo"
1. Very well, let's go started, who has told you stories at home?	My mom	<p>Movement of eyes: She tries to remember.</p> <p>She plays lightly with her hands: She is thinking.</p>	<p>Stories Family Background (SFB)</p>	<p>Stories Family Background means that the child is familiarized with stories due to she has been exposed to these ones by a member of her family at home.</p>
2. What languages does she use?	In English	<p>She plays lightly with her hands: She is thinking.</p> <p>She nodes: She backs up her answer.</p>	<p>*English Language Stories Family Background (SFB)</p>	<p>English Language Stories Family Background refers to this one has been selected to tell the stories to the child.</p>
3. Do you like to be told stories in your English class?	Yes	<p>She nodes: She backs up her answer.</p> <p>She plays lightly with her hands: She is thinking.</p>	<p>Stories English Class School Background (SECSB)</p>	<p>Stories English Class School Background points out to the child has been also exposed to stories in English in her class of this same language apart from the ones told at home and she is pleased about it.</p>
4. How do you feel when your teacher tells you a story in English?	Ay no, well I like them.	<p>She plays lightly with her hands: She is thinking.</p> <p>She expresses dude with her face: She appears to do not understand the</p>	<p>Stories English Class School Background (SECSB)</p>	<p>Stories English Class School Background points out to the child has been also exposed to stories in English in her class of this same language apart</p>

		question.		from the ones told at home and she is pleased about them.
5. You like them, well, what do you think about the stories that your teacher tells you in English?	Those are pretty.	She plays lightly with her hands: She is thinking. Smiling: She is comfortable.	Stories English Class School Background (SECSB)	Stories English Class School Background points out to the child has been also exposed to stories in English in her class of this same language apart from the ones told at home and she is pleased about them because they are attractive.
6. How much do you like the stories that your teacher has told you in English?	Mmm.	She plays lightly with her hands: She is thinking. She frowns: She is thinking She closes his eyes: She forces herself to understand the question. She puckers her mouth: She forces herself to understand the question.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
7. That refers to if the answer is a lot, a little, nothing, a little bit, a kind of.	Mmm. Well, I don't know.	She rubs her hands notoriously: She is nervous She smiles: She emphasizes her nervousness.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
8. You don't	I could tell you	She plays lightly	Stories	Stories English

<p>know, well, how can I tell you? For example, I like to be told stories, what could you tell me about the stories that your English teacher tells you? Only that.</p>	<p>that I, those are pretty, that, that the drawings are pretty.</p>	<p>with her hands: She is thinking.</p> <p>She redirects her gaze: She is concentrating.</p> <p>She raises and downs her gaze to peer the interviewer: She tries to find the proper words to answer.</p> <p>She redirects her gaze: she is concentrating.</p>	<p>English Class School Background (SECSB)</p>	<p>Class School Background points out to the child has been also exposed to stories in English in her class of this same language apart from the ones told at home and she is pleased about them because they are attractive mainly because of the pictures that are used.</p>
<p>9. Mmm, ok, one more. Have you learned new words through the stories that your teacher has told you?</p>	<p>Mmm no.</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She denies with her head: She emphasizes her answer.</p>	<p>* Results over English Language Learning due to the Use of Stories in English Class (SECSB)</p>	<p>Results over English language learning due to the use of stories in English class address to the inexistent increase of vocabulary.</p>
<p>10. No?</p>	<p>No</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She denies with her head: She emphasizes her answer.</p>	<p>* Results over English Language Learning due to the Use of Stories in English Class (SECSB)</p>	<p>Results over English language learning due to the use of stories in English class address to the inexistent increase of vocabulary.</p>
<p>11. What would you like to change of the pictures that your teacher uses?</p>	<p>No, any of them, all of them are pretty.</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She denies with her head: She emphasizes her</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that</p>

		<p>answer.</p> <p>She smiles: she is comfortable.</p>	(SECSB)	<p>have been used along the English Class, owing to they are considered attractive for her.</p>
<p>12. How much do the pictures that your English teacher uses help you to understand that story?</p>	<p>Mmm, ehh, I don't know.</p>	<p>She plays lightly with her hands: She is thinking.</p> <p>She frowns: She is thinking</p> <p>She closes his eyes: She forces herself to understand the question.</p> <p>She puckers her mouth: She forces herself to understand the question.</p> <p>She raises her gaze: She tries to say something.</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>
<p>13. If they help you to know what is going to happen in the story, for example, if there is a kid?</p>	<p>Ah, well, yes</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods: She backs up her answer.</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, owing to they are considered attractive for her and help her to make sense of the story.</p>

<p>14. Mmm, what could you say?, ah, there will be a kid.</p>	<p>Aja.</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods: She backs up her answer.</p> <p>She smiles: She is comfortable</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, owing to they are considered attractive for her and help her to make sense of the story.</p>
<p>15. Yes</p>	<p>Yes</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods: She backs up her answer.</p> <p>She smiles: She is comfortable</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, owing to they are considered attractive for her and help her to make sense of the story.</p>
<p>16. Then, do the pictures help you to understand the story or not?</p>	<p>Yes.</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods: She backs up her answer.</p> <p>She smiles lightly: She is comfortable</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, owing to they</p>

				are considered attractive for her and help her to make sense of the story.
17. Yes?	Yes	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods notoriously: She backs up and confirms her answer.</p>	*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)	Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, owing to they are considered attractive for her and help her to make sense of the story.
18. When you are told the story what pictures have you liked more? For example, from the stories that your teacher has told you, she commented me she has told you one about animals, another one was about friendship. Which pictures have you liked more? were they the ones used for the friendship story, the ones for the animals one, or other stories she	The friendship one	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She smiles: She is comfortable.</p>	*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)	Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, but preferring the ones that reflect friendship values, owing to they are considered attractive for her and help her to make sense of the story.

has told you?				
19. The friendship one, why did you like them?	Because they helped me to learn that I have to be a good person with my classmates.	She plays lightly with her hands: It is an unconscious movement. She smiles: She is comfortable.	*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)	Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, but preferring the ones that reflect friendship values that contributed to make her a better person with her classmates, owing to the pictures are considered attractive for her and help her to make sense of the story.
20. Ah, well. Then, did you like the friendship story?	Yes	She plays lightly with her hands: It is an unconscious movement. She nods notoriously: She backs up and confirms her answer.	*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)	Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, but preferring the ones that reflect friendship values that contributed to make her a better person with her classmates, owing to the pictures are considered

				attractive for her and help her to make sense of the story.
21. Well, when you are told those stories, how much your teacher helps you to understand them? The things your teacher uses. Does she use her voice, gestures? Or the movements she does?	Her voice	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She raises and downs her gaze: she reflects on the options.</p> <p>She nods: She backs up her answer.</p>	*Non-Physical Resource to Support the Narration of Stories at English Class (SECSB)	Non-Physical Resource to Support the Narration of Stories at English Class heads to the positive impact of English Teacher's voice to make understandable the story.
22. Her voice, and what do the stories make to keep your attention on them?	Mmm, well, because, eh.	<p>She rubs her hands lightly: She is thinking about the question.</p> <p>She redirects her gaze: She is thinking about the question.</p> <p>She raises her gaze: she forces herself to understand the question.</p> <p>She outs her tongue: she forces herself to understand the question.</p> <p>She closes her eyes: she forces herself to understand the</p>	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.

		<p>question.</p> <p>She downs her gaze and smiles: she gives up and implicitly she asks the interviewer for an example.</p>		
<p>23. For example, the things that your teacher does. If she speaks loud, if she changes her tone of voice for every character, if she makes movements, what I told you in the last question if she makes any movement, the pictures that she uses, if.</p>	<p>She speaks louder.</p>	<p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She nods notoriously: She backs up her answer.</p>	<p>*Non-Physical Resource to Support the Narration of Stories at English Class (SECSB)</p>	<p>Non-Physical Resource to Support the Narration of Stories at English Class heads to the positive impact of English Teacher's voice to make understandable the story and keep her attention on it.</p>
<p>24. She speaks louder, eh. Well, we're going to start with the general story. What are the similarities between the stories you are told by your English teacher with what you have lived at home or before?</p>	<p>What are the similarities?</p>	<p>She plays notoriously with her hands: It is an unconscious movement.</p> <p>She raises and downs her gaze: She implicitly asks for clarification.</p> <p>She smiles: She implicitly asks for clarification.</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>
<p>25. Something, if they have similarities or not</p>	<p>Mmm.</p>	<p>She plays with her hands lightly: She tries to understand the question.</p> <p>She redirects her</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>

		gaze: She tries to understand the question.		
26. Or if there was a word that you say: this was told me before or not, I mean, if there is something that it was told you at home or you already knew it.	Mmm, no.	She denies with her head notoriously: She emphasizes her answer. She leans her body and she places her hands on the chair between her legs: She changes her position to be comfortable.	* Results over English Language Learning due to the Use of Stories in English Class (SECSB)	Results over English language learning due to the use of stories in English class address to the inexistent increase of vocabulary.
27. No?	That it is told me at home, well, yes.	She moves her head and arms: They are unconscious movements. She raises and downs her gaze: she reflects on the questions for a while. She looks to the interviewer and smiles: She is convinced about her answer.	* Results over English Language Learning due to the Use of Stories in English Class (SECSB)	Results over English language learning due to the use of stories in English class address to the inexistent increase of vocabulary because of the child was not presented new words that she has not already listened at home.
28. So, everything, in the stories everything is different in relation what you live at home there.	Yes.	She nods lightly: She backs up her answer. She moves her left arm: It is an unconscious movement.	* Results over English Language Learning due to the Use of Stories in English Class	Results over English language learning due to the use of stories in English class address to the inexistent connection between

			(SECSB)	those and child's family reality life and the inexistent increase of vocabulary because of the child was not presented new words that she has not already listened at home.
29. Mmm, well, we're going to start again with the story that I told you before.	Yes	She raises her gaze: She pays attention to the instruction. She nods lightly: She agrees with what is coming. She smiles: She agrees with what is coming.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
30. Well, I'm going to tell you again, and.	I'm going to tell it again.	She straightens her back: She changes her position to be comfortable. She places one hand on the other one: It is an unconscious movement.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
31. That later, well, pay me much attention, I'm going to stand up to make some movements and gestures, too. Yes? Well. One day a Little American child called Frankie was	Yes	In the introduction of the story: the child shows a notorious interest for what she is about to listen, she has her mouth opened and her gaze is focused on the pictures and the interviewer's	Results on the Child after the Telling of a Story by the Interviewer (RCTSI)	Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of

<p>visiting his Mexican family in Puebla City. His granny had decided to take him to know some wild animals in Africam Safari Zoo that afternoon. Then, after having eaten an ice cream his granny and Frankie was waiting a bus to get there. Suddenly, a big crowd separated Frankie's hand of granny's one. Immediately, Frankie began to yell: Granny, granny! Where are you? I'm scared but no one answered. Consequently, Frankie started walking to look for his granny. He found a park where there were a lot of people playing, laughing, and listening to music: there were a lot of noise. So, Frankie approached to an old man and Frankie asked him: where is my granny? I was with her, and the old</p>		<p>body language.</p> <p>The child's enthusiasm is high from the beginning until the reveal of the problem in the rising action part, it decreases after it : her gaze does not show much excitement for the story; however, she does not stop to look at the pictures and the interviewer's body language.</p> <p>During the climax, the falling action and the denouement the child keeps the same attitude as in the rising action part.</p>		<p>storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleases her.</p>
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man responded him: ¿Eh? no entiendo, and the old man moved away leaving Frankie alone. Frankie got even more desperate; but he continued walking. So, he entered into a museum and he approached to an employee and reached for his pants and shouted him: Where is my granny? I was with her! Tell me where she is! and the employee only frowned and closed his eyes and left Frankie alone. Frankie was already tired, so he took a sit outside of a public library and a student was leaving that place and the student realized about Frankie's sadness. Soo, she asked him: niño, ¿qué tienes?, and Frankie with tears in his eyes told her: I want my granny, and the student replied: what? I know little English; please repeat it again but

<p>slower and louder. But Frankie used the same words and the same manners: I want my granny. So, the students talked him again: Please repeat it to me again, but listen to me, try to do it slower and louder and I promise I will help you to look for your granny. So, Frankie did it and taking into account her petition said: I was with my granny, I am lost please, take me with her. So, the student took Frankie as far as to the police station and there his grandmother was. So, Frankie and his granny looked each other and Frankie ran to her arms. So, granny thanked to the student and she and Frankie went home. The end.</p> <p>Well, did you like it?</p>				
<p>32. Yes, well, First, I'm going to ask you about the story so fast, ok?</p>	<p>Mmm, ehh, I understood everything.</p>	<p>She moves her fingers: She is thinking about the</p>	<p>Results on the Child after the</p>	<p>Results on the Child after the Telling of a Story</p>

<p>What do you understand about the story?</p>		<p>question.</p> <p>She downs and raises her gaze: She is thinking about the question.</p> <p>She inflates her cheeks: She is thinking about the question.</p> <p>She leans her body towards ahead: She backs up her answer.</p> <p>She downs her right leg from her left one: She tries to be comfortable.</p> <p>She downs her right hand of the desk's board: She tries to be comfortable.</p> <p>She places her right hand on her left leg: She tries to be comfortable.</p>	<p>Telling of a Story by the Interviewer (RCTSI)</p>	<p>by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her.</p>
<p>33. Everything?</p>	<p>Yes</p>	<p>She nodes lightly: She backs up her answer.</p> <p>She leans towards ahead and she downs her right hand to place it on the chair between her legs to be collocated in each side of the chair: She tries to be</p>	<p>Results on the Child after the Telling of a Story by the Interviewer (RCTSI)</p>	<p>Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same</p>

		comfortable.		kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her.
34. Well, tell me what you understood.	I understood that there was a child from the United States; he went to visit his family from Mexico. And then, there was his grandmother and later she took him to the zoo to know some animals. And then eating an ice-cream, they went to wait a bus to arrive to the zoo, and later there were a lot of people and the child was separated of his granny's hands. And then, he was yelling: granny, granny, where are you? I'm scared. And then, he went to look for her where there were a lot of people running, laughing, and listening to music, and noises	In the introduction of the story: She shows she is trying so hard to remember the exact sequence of facts in the story, because she touches her head. Besides, she raises and downs her gaze constantly to find the accurate word in Spanish. In the rising action: She continues performing in the same manner for a considerable period of time. However, by the end of this part she downs her gaze, and eventually she looks at the interviewer to confirm she is right, additionally she touches her hair band with both hands as a	Results on the Child after the Telling of a Story by the Interviewer (RCTSI)	Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her, demonstrating this last asseveration through making the retelling of the story in Spanish to the interviewer as a proof.

	<p>and after he said to and old man: where is my granny? I was with her, and the old man told him: I don't understand you. And so, he went away leaving Frankie alone, so, he continued walking and looking for his granny, and he went to a museum. And then, he went to the museum, he reached the pants of a man who worked there and told him: Where is my granny? And the man said nothing and just closed his eyes and went away. And then, Frankie was already tired. He went to take a sit outside of a library and a little girl was getting out from there and she told him: kid, what do you have? And then he said: I was with my granny and I don't find her. Or not</p>	<p>way to change her strategy for being able to continue telling the story.</p>		
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35. Continue.	<p>I don't find her, and then she said: I know a little English, but now you have to tell me slower and louder again, and he said with the same words and the same petition: I was with my granny and I don't find her. And then, the little girl told him: please, say it louder and slower and I'll promise that I'll help you to find your granny. And he said again but now he said slower as the little girl told him: I was with my granny and I</p>	<p>During the climax: She continues touching her hair band for being able to continue telling the story and looking eventually at the interviewer to confirm she is right.</p> <p>In the falling action and in the denouement: She does the same as in the climax part.</p>	<p>Results on the Child after the Telling of a Story by the Interviewer (RCTSI)</p>	<p>Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her, demonstrating</p>

	<p>don't find her. And then, the little girl took him,</p> <p>Can I say it in English? Can I say it in English?, to the police station, and his grandmother was there, so the kid ran into her arms and his granny and the kid went home.</p>			<p>this last asseveration through making the retelling of the story in Spanish to the interviewer as a proof.</p>
<p>36. Very good, is everything that you understood about the story?</p>	<p>Yes</p>	<p>She places both hands on her head and moves them towards back: She is now relaxed.</p> <p>She nods and smiles: She backs up her answer.</p>	<p>Results on the Child after the Telling of a Story by the Interviewer (RCTSI)</p>	<p>Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her, demonstrating this last asseveration through making the retelling of the story in Spanish to the</p>

				interviewer as a proof.
37. Then, the vocabulary in the story wasn't it difficult or was it?	No	<p>She denies notoriously with her head: She backs up and confirms her answer.</p> <p>She plays with her left hand: She is relaxed.</p> <p>She smiles: She is comfortable.</p>	<p>Results on the Child after the Telling of a Story by the Interviewer (RCTSI)</p>	<p>Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her, demonstrating this last asseveration through making the retelling of the story in Spanish to the interviewer as a proof.</p>
38. No, well, we are in the section in which you'll have to tell me with the pictures.	Equal?	<p>She plays with her left hand: She is relaxed.</p> <p>She smiles: She is comfortable.</p>	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
39. No, if you can try to do it similar,	In English?	<p>She plays with her left hand: She is</p>	Miscellaneous	Miscellaneous refers to the analysis units are not enough

it would be better.		relaxed. She smiles: She is comfortable.		clear or relevant to be categorized.
40. This time, you're going to do it in English	In English.	She plays with her left hand: She is relaxed.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
41. Using the images, just what you remember, if there is some parts that you don't remember you can change them, yes? I'm going to put in order the pictures, ok?	Mmm. One day a little boy named Frankie and one-and one-and one-one day he went to visit his his family from Me-xi-co, and then he-he saw his grand'grandma, and then she decided to take him to the Africam Safari. And then there was the big'there was a big crowd and Frankie and his-and his grandma and his, no! and then after eating a'an ice cream they went-they went to get'to wait for a bus at the bus station. And-and then, there was big crowd that that separated Frank'Frankie's hands of his grandma's, and-and then he started to scream:	In the introduction of the story: She is focused on the pictures without moving her body to remember it. In the rising action: She continues focusing on the pictures, but she starts moving her body due to she is making an effort to tell the story as it was told by the interviewer. Thus, she also asks for help through peering the interviewer to be given clues about what is next. During the climax, the falling action and in the denouement: She is still focused on the pictures as support to remember the story. Nevertheless, she	Results on the Child after the Telling of a Story by the Interviewer (RCTSI)	Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by her, demonstrating this last asseveration through making the retelling of the story in Spanish as well as in English to the interviewer as a proof.

	<p>Granny, granny, where are you? I'm scared, and- and then he continued to look, and then he went- and then he went to the park where there were a lot of people running, mmm, running, listening to'running ruunning, and listening to music, and running, laughing and listening to music and then he told an old-an old man: where is my granny? I was with-I was with her, and then the old man said the old man said: ¿qué?, no te en'no te entiendo, and then he walked away leaving Frankie alone. And then he went to the museum and then he reached for the employee's pants: where is my granny? I was with her. And then he just looked, and then he closed his eyes and he-and he walked away leaving Frankie alone. And then</p>	<p>is relaxed because her movements are light.</p>		
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	<p>Frankie was already tired. So he went to sit-to sit outside of-of a pub-of a pub-of a public library and then a student wa'and then a student was there and then-and then he'and then she said to the boy: ¿Qué te pasa niño?, and then-and then Frankie said-Frankie said: ah-ah I-I-I need my'I want my granny'I want'I-I wa'Iwas I was with'I was with my granny, and now I can't find her, and then the-and then the girl <i>said</i>: ah-ah-ah I-I know a little bit of En-English, but this time say it-say it louder and slower, and then he said with the same words and the same ma-manners: I was with my grandma but now I can't find her and then-and then-and then-and then the little girl-the little girl said: ah say it again, but thi'but louder and slower</p>			
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	<p>and I promise I'll help you, and then he s'and the he said louder and slower: well, I was with my grandma but now I can't find her, and-and then she took him-she took him to the policce staa-tion and there was his'her'his grandma was there. And then Frankie ran to his grandma's arms. And then granny and Frankie went home.</p>			
<p>42. Very well. So, the last questions. Was it difficult to tell the story?</p>	<p>Mmm, a little.</p>	<p>She straightens her body while she places her hands on the chair, she raises notoriously her head and she smiles without leaving to peer at the interviewer: She tries to be relaxed at the same time she pays attention at the interviewer.</p>	<p>Results on the Child after the Telling of a Story by the Interviewer (RCTSI)</p>	<p>Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and voice to make understandable the content of the story, achieving that in the child's opinion the story pleasures and it is understood by</p>

				her, demonstrating this last asseveration through making the retelling of the story in Spanish as well as in English to the interviewer as a proof, even if it could be a little complicated.
43. Why?	Because.	She moves her right leg, she maintains quiet high her head and moves it from one side to other, she moves her right hand, she moves lightly her head, she redirects her gaze constantly and she moves her fingers: She is trying to think about what to say.	Miscellaneous	Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.
44. Did you want to say it similar? Or did you want to give?	I wanted to say it similar, oh I wanted to say it similar.	She joins her hands between her legs on the chair, she joins lightly her legs, she leans towards ahead, she smiles, she goes back to a straight position, she separates her legs, she moves her hands, and she finally moves her head to the right side: She is embarrassed, but she is not	Results on the Child after the Telling of a Story by the Interviewer (RCTSI)	Results on the Child after the Telling of a Story by the Interviewer means the attempt to recreate the child's experience to being exposed to English Language through the use of storytelling in her English class. Then, it is used the same kind of supportive resources: pictures, body language and

		uncomfortable.		voice to make understandable the content of the story, achieving that in the child's opinion the story pleases and it is understood by her, demonstrating this last asseveration through making the retelling of the story in Spanish as well as in English to the interviewer as a proof, even if it could be a little complicated.
45. Well, then, the last one, had you told stories in English before?	Yes	<p>She looks at the interviewer's sheet of paper: She feels curiosity about the sheet of paper.</p> <p>She looks at the interviewer: She pays attention to the interviewer.</p> <p>She nods notoriously: She backs up and confirms her answer.</p>	Child's Background as a Storyteller using English (CBSE)	Child's Background as a storyteller using English means that the child counts with experience telling stories in the same language.
46. Yes, and were they short or long?	Well, both.	She redirects her gaze to the right side, she leans her head over her neck, and she leans on the chair's back up: She changes her position.	Child's Background as a Storyteller using English (CBSE)	Child's Background as a storyteller using English means that the child counts with experience telling short or long stories in the same language.

<p>47. Both, well, do you think what your teacher has done can make easier to remember the story? For example, the use of pictures; that she speaks loud, low, that she moves her body.</p>	<p>Mmm, well, mmm.</p>	<p>She puckers her mouth, she raises lightly the fingers of both hands, she closes her legs making her hands join, she separates her legs, she inflates her cheeks, she plays with her hands notoriously, she opens her mouth, she smiles, she closes her eyes, she leans towards ahead, she closes her mouth, she returns to her previous position, she downs her gaze, she smiles and she peers to the interviewer: She is nervous and she does not what to say.</p>	<p>Miscellaneous</p>	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>
<p>48. Doesn't she help you to remember it if she uses pictures?</p>	<p>Yes, she uses pictures, yes she uses them, well, it helps me to remember them if she uses the pictures.</p>	<p>She nods and raises her gaze: She backs up her answer</p> <p>She plays lightly with her hands: It is an unconscious movement.</p> <p>She raises her gaze and peers to the interviewer: She pays attention to the interviewer.</p> <p>She redirects her</p>	<p>*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)</p>	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, but preferring the ones that reflect friendship values that contributed to make her a better person with her</p>

		<p>gaze and plays with her hands: She is trying to be relaxed.</p> <p>She moves lightly her legs: She is trying to be relaxed.</p> <p>She nods and smiles: She confirms her answer.</p>		<p>classmates, owing to the pictures are considered attractive for her, help her to make sense of the story and to remember it.</p>
49. Yes, Is there anything else that helps you to remember them or only when she uses the pictures?	No, only when she uses pictures.	<p>She moves her head towards the desk: She is beginning to be unquiet.</p> <p>She leans on the chair's back up: She is beginning to be unquiet.</p> <p>She looks to the interviewer and smiles while she is playing her hands: She is beginning to be unquiet.</p>	*Liking for the Physical Material to Support the Narration of Stories at English Class (SECSB)	<p>Liking for the Physical Material to Support the Narration of Stories at English Class means that the child totally agrees with the pictures that have been used along the English Class, but preferring the ones that reflect friendship values that contributed to make her a better person with her classmates, owing to the pictures are considered attractive for her, help her to make sense of the story and to remember it.</p>
50. Well, that's all, ok; I hope that you have not been annoyed because of everything I have asked you.	No	<p>She denies with her head and smiles: She is happy.</p>	Miscellaneous	<p>Miscellaneous refers to the analysis units are not enough clear or relevant to be categorized.</p>

