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**INDIGENOUS STORYTELLING: A PEDAGOGICAL
RESOURCE TO TEACH ENGLISH VOCABULARY TO
ELEMENTARY NATIVE SPEAKERS OF NAHUATL**

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by:

Natividad Constancio Basilio

directed by:

Dr. Eliphelet Rivera Cuayahuitl

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INDIGENOUS STORYTELLING: A PEDAGOGICAL RESOURCE TO TEACH ENGLISH
VOCABULARY TO ELEMENTARY NATIVE SPEAKERS OF NAHUATL.

This thesis has been read by the members of the thesis committee of

NATIVIDAD CONSTANCIO BASILIO

And is considered worthy of approval in partial fulfillment of the requirements for the degree
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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis Director

Dr. Eliphelet Rivera Cuayahuitl

Committee Member

Committee Member

Dra. Rebeca Elena Tapia Carlín

Mtra. Catalina Juárez Díaz

Benemérita Universidad Autónoma de Puebla

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KEY TERMS

Basic Vocabulary: Words most commonly used and acquired in children.

Ethnic Minority: An ethnic group that is not the dominant one in a particular society, such as an immigrant population.

Language Awareness: Students recognize items, when a time to productively use these items; Ss will be able to recognize them as the language in not something unknown.

Oral Tradition: The spoken relation and preservation, from one generation to the next, of a people's cultural history and ancestry, often by means of storytelling.

Story: An account or recital of an event or a series of events, either true or fictitious, as: An account or report regarding the facts of an event or group of eventsb. An anecdote or A lie

Storytelling: A personal account or recounting of a historic event, the story may be embellished or exaggerated, meant to be listened as it is an oral activity in which the listener can also participate.

ABSTRACT

This investigation aims to explore the use of Indigenous storytelling to teaching English vocabulary. The stories in other words are oral legends, myths and stories that have passed on from generation to generation, preserving oral tradition that is a key feature of indigenous communities. This is a qualitative study and the type of research is applied research. The implementation of indigenous storytelling will be directed to a group of children between the ages of 7-8 years from a bilingual primary school called “Niños Heroes de Chapultepec” located in San Buenaventura Nealtican in the state of Puebla. The languages spoken in the community are Spanish, Náhuatl and English. The data regarding vocabulary learning through indigenous stories were obtained via observations to the classes and the administration of questionnaires to the participants, special attention was placed to their progress during the classes planned to implement the stories. Findings from this work are expected to prove the usefulness of indigenous storytelling in teaching and learning English vocabulary.

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CHAPTER I – INTRODUCTION

This chapter states the main problem of the study. Here the main problem of this investigation will be exposed and then the general and specific research questions will be addressed, and will be answered throughout the process of this investigation. Therefore this section will provide a small overview of the problem, the context and reasons that lead to the development of this study.

1.1 - Statement of the Problem

The learning of a foreign language places a great value in the four main skills which are listening, speaking, reading and writing; these skills have to be developed by the learner with the guide of the teacher and have to be polished constantly in order to gain fluency and a better understanding of the target language, nonetheless this process of learning is not solely based on enhancing these skills, for its success it has to take into account more aspects which are an inseparable part of the language, between them we find grammar and vocabulary.

This study focuses on vocabulary. Why vocabulary? To answer this question let us reflect on a statement provided by Achmad (2014, p. 2) who affirms that “ the more words someone knows, the more ideas he or she can verbalize, on the contrary, the less vocabulary someone has, the lower his or her ability to understand and express ideas”. The very idea of developing words knowledge as the basis of communication in a foreign language to express and understand ideas makes us think of the importance of vocabulary in language teaching. It is of no use to learn and practice, for example listening and speaking, if students do not identify the words that are implied in this process of understanding and answering

one statement between two or more people because they have yet to learn each word that is being used and the intended meaning that these words are trying to convey.

The problem of vocabulary acquisition took us to the context of the participants of this study, they showed difficulties when recalling a word or when they were learning new words, when asked what the main reasons were, the responses were related to their context. For some of them English was not useful and for others if the activities meant to teach vocabulary were not catching, it will cause students to be easily distracted from the classes.

According to student's answers for vocabulary learning, we centered in the following main issues

- Materials that could be useful for vocabulary teaching.
- Linking English classes to students own context as a way of motivation.
- Catching Students' interest through created material.

This study is therefore not only concentrated on the problems of vocabulary learning in the participants but also in their context, as learners belong to an ethnic minority, where very little attention is placed to the learning of a foreign language and even the preservation of their own traditions and stories, thus the role of a teacher in this context is not only that of teaching English, but that of becoming a bridge between languages, allowing students to be interested and involved in the learning of English and even the preservation of their own traditions and stories and as (Shinke, 1996, p. 7) affirms "in addition to imparting English skills, teachers of children must foster socialization: heighten an awareness of the self, the immediate classroom community, and the community beyond the walls of the school"

This interest of linking students context and characteristics with the learning of a foreign language, as English is, led me to propose a variety of materials or tools which may be

useful in this context, the proposal is to use storytelling as a way to teach and encourage the learning of English vocabulary and even the preservation of their own traditions and stories, as cited in *Storytelling in ESL/EFL classrooms* “if new ideas and concepts are taught within the context of a story the chance of the student understanding the material will likely be improved since the student can experience an array of familiar details while also being introduced to new concepts”(Fitzgibbon & Wilhelm,1998 p. 28). This means that the learning of new concepts is linked to the already known ones, this facilitates the comprehension of what is being taught, so why not apply this knowledge of what is already known in one community, their stories, to the learning of vocabulary in a foreign language.

This study addresses the following general question and specific research questions:

General Question

How to use indigenous storytelling as pedagogical resource to teach English vocabulary to elementary native speakers of nahuatl?

Specific questions

- How important is storytelling in indigenous communities?
- Why using indigenous stories to teach English Vocabulary to young learners?
- How to teach vocabulary to young learners through storytelling?

1.2 Justification

My first contact with English was through books containing colorful stories about different characters, even now, I continue learning to learn new vocabulary in my mother tongue and in English by oral and written stories. The aim of this investigation relates to materials, the context and the culture of a community. It is also associated with the curiosity and love to

those real or fictional stories that children hear from their ancestors, relatives, friends and neighbors or that have simply been part of the traditions in the community for generations. Storytelling could be a catching, interesting, and funny way to learn vocabulary effectively; Storytelling may allow students to learn by doing and getting involved in their own learning. Besides the stories will be centered in vocabulary, although there are skills and subs skills involved in the process of teaching and learning a language, vocabulary plays a main role as it is a central component of communication, as for children, it may be more interesting to learn new words in the context of a story, than to learn only grammatical aspects of English.

1.3 Significance of the study

The main reason for the development of this investigation is to introduce a tool, in this case storytelling as a way to preserve the oral tradition of indigenous communities, this may not only help teachers to involve students into the learning of vocabulary in a foreign language but to present English as something which is present in the children's context and might be able to represent a part of their identity.

1.4 Research Setting

The study took place in a bilingual primary school called "Niños Heroes de Chapultepec" located in San Buenaventura Nealtican in the state of Puebla. The languages spoken in the community are Spanish, Náhuatl and English, although the last two languages are mainly spoken by a small portion of the community. The participants are children between 7-8 who take classes of Náhuatl and English and whose parents encourage the learning of these two languages.

1.5 Purpose of the Study

This research project aims to explore the use of storytelling through the recollection of oral legends/myths and creation of stories inside an indigenous community to guide students

towards the learning of a foreign language taking into account the vocabulary related to the students' context and community. The study also takes into account the progress of student's process of learning vocabulary through storytelling.

Conclusion

This chapter gave a general view of the investigation, as well as of the problem and addressed the research questions that guide the study. The next chapter will deal with the review of literature which will explain the main topics that may help to understand the concepts of storytelling and its relation to indigenous oral tradition as well as its usefulness with young learners and vocabulary learning.

CHAPTER II – LITERATURE REVIEW

Introduction

This section aims to review the literature relevant to the research questions and which may help understand what this investigation is trying to answer as well as the relevant topics and concepts related to Storytelling, the importance of Storytelling (oral tradition) in indigenous communities, how and what these communities express through their stories. It also discusses strategies and the role of Storytelling in the language classroom.

2.1 Stories in Modern Context

Who has not lost himself inside a bunch of words that come together to form a story, they may be present in the book we read, the program or movie we see through the television, the incidents that occur in the daily life of a family member or just from what we have heard of our grandparents and has been present in our communities from generations.

As it has been said “We all need stories for our minds as much as we need food for our bodies” (Wright, 1995, p.5), this affirmation is in part true, as stories have been present in the history/culture of lands and nations and have evolved into the tales that nowadays are told to children.

The literature works that exemplify this evolution of stories which are related to mythical creatures, gods, the so famous heroes, or just love stories that we find in Greek(Iliad, odyssey, Hercules), German(the song of the Nibelung’s), or Asian (Mulan, Tale of the bamboo cutter) among the large number of folktales, legends, myths or epic stories that we can find; these tales have been as the word describes, so famous, that as Lambert (2012) points, were borrowed from the folktales and made into the stories that are commonly seen in Disney movies and have gained international recognition.

2.1.1 Definition of Storytelling

As commented above, stories are present in the immediate context of people, be it through literature works or much simpler, from movies, books or television. Their content may represent a portion of the world view made by the people who transmitted the stories, for this reason it is important to define storytelling.

According to (Sherman, 2008, p. xix) a story may be “a personal account or recounting of a historic event, the story may be embellished or exaggerated” and from the telling of a story listeners create their own scene of what the characters inside a story go through; It may be love, adventures, fears, all sort of emotions. Another definition provided by Cameron(2001) states that a story is meant to be listened as it is an oral activity in which the listener can also participate, the author points as well that they happen in different periods of time and lead to the resolution of a problem at the end of the story.

2.1.2 Storytelling and Community in Language Learning

In the last discussion stories were referred as a latent aspect present in our society, stories have been shared since ancient times and through cultures, for Sherman (2008) even before a story is finally written, it has already been retold by people over centuries, hence the importance of the voices who have passed the stories through time, and even the stories that reflect what the people and environment is or was like at those times.

A concern that arises from the teaching of a foreign language is how to involve students into the language classroom, for instance it may be a whole new concept for pupils to be in contact with a language that is not present in their context or even trying cope with the culture behind the language.

From the point of view of cultural background in students, an important aspect of storytelling in regard to language learning is that the stories have to be related to the lives and interest

of the students as it runs the risk of becoming a double edged sword: instead of encouraging the learning of a foreign language, it comes to be strange to the student own context and finally brings frustration or powerlessness for not being capable of understanding and connecting the stories to their society as Lazar (1993) explains.

Why not take into account the influence of the community to which storytelling is presented is the point discussed above. Zipes (1995) notes in his work that the sense and strengthening of Community can be created through storytelling. Encouraging students or people to learn something new can be strengthened by the use of the stories that are present in the context of one community.

For this paper the most important is the learning of a foreign language (English) then again as a language teacher and following what Zipes (1995) states, storytelling is based in the teacher/student own standards of what they need in regard to the community, making comparisons between the pre-established and the latent inside the students' background to judge the usefulness of what is taught and learned in the foreign language in relation to the learner's context. Then if what is learned inside a classroom is bound to what is needed inside a community, a topic which does not provide usefulness is meant to be thrown to the side and forgotten, becoming meaningless in the process.

According to Anderson (cited in (Holzman, 1997, p. 204), "Knowledge of the subject of the reading is the principal determiner of what will be understood and remembered". Storytelling then has to become a complementary tool to understand that a small minority group who shares its own traditions, language and views of the world is not less than the rest of the population and social groups of foreign cultures, as a teacher it is important to create and implement tools for that encourage the appreciation for what is present in our own culture.

2.1.3 Oral tradition in Mexican Culture

As this paper aims to explore the use of indigenous stories to teach a foreign language, it is extremely important to provide a perspective of the oral tradition in Mexican culture.

When we talk about oral tradition in Mexican culture, the term is immediately linked to the indigenous aspect in the culture of this country, as it is in great portion a significant part of its history. According to (Brown, 2000, p. 163) "Culture is a way of life. Culture is the context within which we exist, think, feel, and relate to others. It is the "glue" that binds a group of people together." This is the basis of what is considered as oral tradition in Mexico, the indigenous aspect cannot be left outside the definition of identity and belonging to certain group, and as some may say being Mexican is recognizing that we are a multicultural and share the same historical background.

Although indigenous people may not receive enough support as it is needed to preserve its traditions, language or customs and what is being done to help these ethnic minorities does not ensure their surviving. Still these indigenous communities do what they can to maintain their knowledge and world view, especially old people who appreciate their cultural background and are the voices who transmit their stories to new generations.

2.1.4 Oral tradition in indigenous Communities

The function of the oral tradition inside indigenous cultures is social as it an essential part of their language, it helps to transmit their cultural knowledge, to preserve and communicate their world view to the new generations, making it "an important practice of interaction inside indigenous cultures" (Alvarez, 2011, p. 21)

According to Poloche (2012) Oral tradition has acquired a vast dimension in the diffusion of indigenous knowledge as it is immensely related to the cultural background of indigenous population, this tradition which has been maintained over the years has been the only mean

from which societies with no access to writing or even a way to register their culture's history can sustain themselves.

These two point of view share the idea of oral tradition as a mean to transmit the traditional knowledge and this term can be defined as: "The integration of intellectual and practice knowledge inherited from the ancestors and acquired through time. They are transmitted from generation to generation between indigenous people in an oral and symbolic form, and provide identity to people" (CDI, 2011, p.25)

However there exists other factor, which perhaps is the most important, that is oral tradition as a collective practice, for Poloche (2012)

Oral traditions are recollections of the past orally transmitted and narrated in a natural manner inside the dynamic of a culture... they are organic expressions of the identity, the aims, the functions, the customs and the generational continuity of the culture in which they manifest. They happen spontaneously as a phenomenon of cultural expression.

Las tradiciones orales son los recuerdos del pasado transmitidos y narrados oralmente que surgen de manera natural en la dinámica de una cultura...Son expresiones orgánicas de la identidad, los fines, las funciones, las costumbres y la continuidad generacional de la cultura en que se manifiestan. Ocurren espontáneamente como fenómenos de expresión cultural. (Poloche, 2012, p. 132)

More recent publications such as Sencun (as cited in (Lira, 2016) agrees with the notion discussed above, for him it transmits individuals and their communities conscience, it is then a collective heritage made over time and makes sense in a communitarian and sociocultural environment.

Oral tradition in indigenous communities could then be described as a knowledge ship which carries generational world views and serves as a mean of interaction and preservation of the society's cultural heritage in which the tradition happens.

2.1.5 Characteristics of Indigenous Storytelling of the Oral Tradition

Key characteristics of oral and written stories have been discussed by Poloche (2012). For him the first feature is more related to communication, where language is highly considered and where storytelling is an activity as well as a recreation of memories, in which words have great power. In regard to the written tradition, Olson & Torrance (as cited in Poloche, 2012) assert that it is guided more by people's interpretation. It is often misunderstood or exaggerated, and meaning of stories depends on the reader's view.

The distinction between oral tradition and the written tradition has been thoroughly analyzed by various authors as mentioned above, but the characteristics of the oral tradition in this study are of greatest importance as storytelling is considered an activity that developed from the oral tradition. Stories passed down through storytelling are the spoken testimonies from one generation to another in which the knowledge and culture of its people is given continuity and as (Poloche, 2012, p. 133) indicates “ in this way indigenous peoples preserve the existence of their culture”. Vacinas (as cited in (Poloche 2012) listed the elements contained in the dynamic of the oral traditions, they are specific elements passed down through the stories of the oral tradition and that are meant to be preserved since the moment the stories or testimonies are first shared until the present. The elements described by Vacinas are the Formulas, the Names' List, the Stories and the Explicative Commentaries and are defined in more detail below.

- Formulas: refers to the phrases used in special circumstances indicating the character of a group of people(e.g. ritual formulas used in religious ceremonies)
- The Names' list: are the places in which the oral tradition has taken place during its period of migration;
- The Stories: are actually testimonies in prose including general, local, and familiar history.

- Explicative Commentaries: they serve to clarify historical facts that lead to the understanding of the stories context (time, place, explication of a specific action and the reasons behind it) (Poloche, 2012, p. 133-134)

The components of the oral tradition presented above may provide an overview of what this activity represents and the community and cultural elements that it contains as well as the meaning and information they are trying to convey.

2.2.6 Characteristics of Traditional Storytelling.

When we talk about stories it is important to take into account the elements contained in their structures, the terms for these elements may vary from one author to another but they describe the same function inside the story. The following list suggested by Cameron (2001) may provide a more detailed description of each one of them.

1. Where & when/Settings: description of the context in the story (place, time, weather or social conditions, and so on).
2. Who/Characters: people participating in the story and their characteristics.
3. What/Plot: arrangement of the events in the story divided in beginning, middle, and end. There is another division the Freytag's pyramid, in which the plot is divided in Exposition, conflict, rising action, climax, falling action and resolution.
4. Conflict: Struggle faced down by the main character.
5. How/Point of view: perspective from which the story is told (1st, 2nd or 3rd person)
6. Why/Theme: the main idea or meaning the author is trying to convey.

Although the previous list introduced the most common characteristics included in a story, Lee et al. (2013) mention two more elements which are Knowledge, most referred as the moral of the story, and types of stories according to Miller (2011) there are three kinds:

Personal Experience stories take into account events with enough significance to make a story out of them including moral persuasion, traditional stories that are generally taken for storytelling are works of literature like fairytales or stories about heroes fall into certain genres that are Folktales-Fairytales, Legends, Epics, Myths, Fables and Legends. Finally Created stories are often a mix between the genres already mentioned in traditional stories and personal stories. .

2.1.7 Differences and Similarities between Traditional Storytelling and Indigenous Storytelling

The characteristics of indigenous oral stories as well as traditional stories were pointed out but it is important to compare in which aspects Traditional storytelling may coincide or differ from Indigenous storytelling. The information below provides a comparison between the stories contained in each type of storytelling.

2.1.8 Differences

(Torres, 2003 p.1) points out that “Even though the majority of folktales have come to us from the oral tradition, we have a group of these stories known as literary tales. We know who wrote the stories” although these tales evolved from oral tradition they have been modified to present universal “humanity’s desires and needs” while Pelegrín (1982) claims that in the oral literature (from the oral tradition).

The author loses his face, name...the traditional oral literature, literature of text/context is written from the memory, it is rewritten and printed by repetition-audition.

El autor pierde rostro, nombre...La literatura oral tradicional, literatura de texto/contexto, se escribe en la memoria, se reescribe e imprime por repetición-audición. (Pelegrín, 1982, p. 4)

Another difference between these two types of storytelling and perhaps one of the most important is that of the genres and their content, Montoya (2008) indicates that in the stories of oral tradition there exist tales, fables, myths and legends about the creation of the universe

and the human. For him these stories not only teach ancestors' customs but the values that exist in a culture and the tales that this oral tradition has to offer.

In her study Alvarez (2011) compares the settings of both the oral tradition and written tradition of stories and concludes that beginnings and closings are key characteristics of storytelling and that there are variations in the openings and closings in its stories, in this regard she points out that:

The presence of openings and closings are very different to those we are accustomed to in the texts of written tradition in which the cut between the narration time and the time of what is narrated is marked by expressions of time such as "Snip, snap, snout, this tale is told out".

La presencia de inicios y cierres muy distintos a los que estamos acostumbrados en textos de la tradición escrita en los cuales suele marcarse de forma definitiva el corte entre el tiempo de la narración y el tiempo de lo narrado a partir de expresiones canónicas del tipo "y colorín colorado, este cuento se ha acabado. (Alvarez, 2011, p. 33)

With tales of indigenous tradition it is the contrary, Alvarez comments that the time in which these tales situate the listener can be a remote past or a close past as in the example

It might have happened a very long time ago- or maybe it might have happened in these days- what I will tell you here. Walks and racings with Max, the dog, were unforgettable and today are still told by his grandchildren
Tal vez sucedió hace mucho tiempo – o quizás haya pasado en estos días – lo que aquí les voy a contar. Las caminatas y correrías con el Max, el perro, fueron inolvidables y todavía hoy lo cuenta a sus nietos. (Alvarez, 2011, p. 33)

This differentiation expresses that these tales are the words of the ancestors that are words of great authority that were and are still respected.

2.1.9 Similarities

In the traditional tale/story, according to Levstein (1988) in the story the social and affectivity goes hand in hand with values that places beauty to kindness and ugliness to treachery and punishes or rewards the characters according to their actions. In indigenous stories Montoya indicates that

Characters represent archetypal figures that symbolize virtues and human defects...the bad is perfectly bad and the good is unmistakably good, and the yearning for justice...ends in a corresponding reward and punishment.

Los personajes (representan casi siempre figuras arquetípicas que simbolizan las virtudes y los defectos humanos...el malo es perfectamente malo y el bueno es inconfundiblemente bueno, y el anhelo de justicia...desenlaza en el premio y el castigo correspondientes. (Montoya, 2008, p. 48)

Along the information of this table, other main characteristics of indigenous stories which were collected through a short interview to a teacher who is called Guillermo Bautista and belongs to a indigenous community located in the Sierra Norte of Puebla show that in many cases the stories that are shared inside the community are passed down from the elders (grandparents) to their children. The way in which they are passed down is oral rather than written. The purpose of telling stories inside the community is to lighten life, the moment when the stories are shared is when the family or friends are present.

It is important to mention that the indigenous stories, according to the interviewed participant, are more experiential, that is to say more life related, so they not always contain a beginning or an end, here lays the importance of the teller who provides the emotion/sense to the story. The main topics of these stories are nature related, they can be legends, myths or anecdotes of people who lives in the community.

2.2 Storytelling and Language Learning

Stories are considered as part of the literature and are not an unknown topic of discussion in the learning of a foreign language, here lays the importance of discussing the main issues of literature in language classrooms. Some of the functions of literature which are pointed out by Lazar (1993) are the following:

- Literature use in the classroom has the aim to help Students to figure out the meaning behind a text, providing guidance, materials, and tasks to make this activity easier.

- By using literature, we provide opportunities for students to express different emotions and opinions, it then becomes a resource from which teacher involves students be it through discussion or just by reflecting interest from students.

Other reasons for the use of literature and the main benefits of it in the language classroom are mentioned by Collie & Slater (1987):

- It offers a great variety of written materials that reflects human issues across cultures and time.

- With literature Ss. are in contact with authentic material.

- It increases the learning of vocabulary and made it more memorable.

Having said the main functions and benefits of literature inside language classrooms we come to question how is this connected to the use of storytelling. Firstly, various investigations and papers have included stories and even telling them as a material to enhance the learning of a foreign language. According to the findings by (Fojkar, 2013, p.21) “most teachers use narratives when teaching English, generally once or twice per month, and teachers who do not use a course book in the classroom employ storytelling or story reading techniques more frequently than teachers who follow a course book in their teaching.” With this in hand, Teachers in one way or another are promoters in the use of stories when teaching a foreign language to their students.

Stories are then, a tool which is present inside the language classroom, be it through the sharing of experiences from teacher-student or vice versa and even from student- student, In this regard Lugossy & Ellis and Brewster(as cited in (Fojkar,2013) have similar perspectives of the importance of storytelling in children, they affirm that with it children make sense of the world and develop also, the affective and linguistic skill as listening to stories is a “shared social experience” which draws different emotions from the listener.

It is been said that “all children enjoy stories, myths and legends. Listening to tales recorded in foreign languages and telling tales and traditional legends nurtures their curiosity and their inner capacity to listen and read for meaning”. As can be seen, storytelling helps us to change traditional classes into very interesting ones. (Correa, 2009, p. 55).

2.2.1 Advantages of Storytelling in Language Classrooms

The use of literature and especially of storytelling as an advantageous material for language teaching has been discussed, in this segment we will concentrate in the main aspects that storytelling offers concerning language learning. Wright (1995) presents some reasons behind the question Why stories to teach a foreign language? Especially to children. According to him we have that Stories provide:

- Motivation/ Fluency: Children are willingly to listen/read stories
- Meaning: In trying to find meaning behind the story by understanding it.
- Language Awareness: Students recognize items, when a time to productively use these items; Ss will be able to recognize them as the language in not something unknown.

2.2.2 Storytelling and ELT

The relationship between English language Teaching(ELT) and storytelling has been thoroughly analyzed by different authors and each one of them provides different perspectives over its use inside the classroom and with young learners, among these perspectives there is that of (Fitzgibbon & Wilhelm 1998 p. 29) who comment that “Stories appear to enable students to draw upon their own experiences and to organize information in personalized ways thus better comprehending and retaining information and concepts”, in addition (Dujmovic, 2006, p. 75) points out that “Children learn and create their mother tongue not by sitting at their desks doing pencil and paper tasks... but by interacting with

and manipulating language and by engaging in meaningful use of language in a community of language learners” he also suggests that the immediate environment of a child and storytelling can provide opportunities for meaningful interaction and play with the language. Likewise (Zigárdyová, 2006, p. 10) comments that “A story is something that everybody is familiar with, a majority of people used to listen to stories and like them very much. Children want to enjoy a character’s adventures and like to distinguish between good and evil”.

Storytelling has a wide range of benefits to offer in ELT as commented above, for this reason its use in the school curriculum has been thoroughly recommended, Dujmovic (2006) summarizes in three dimensions what storytelling can add to learning in this aspect.

1. Reinforce conceptual development in children (color, size, shape, cause and effect, and so on).
2. Develop Learning through the reinforcement of thinking strategies, the development of English learning strategies and of study skills.
3. Develop other subjects in the curriculum (mathematics, science, art, etc) depending on the selected story.

Although storytelling has been previously discussed, what this study proposes and makes it different to previous investigations is that it analyses stories which are present in an indigenous bilingual context where storytelling may vary in its characteristics as it is an activity mainly passed from members of the community who have little to no knowledge in regard to the main elements included in a story as the principal characteristic of their tradition of telling stories is that they follow the same pattern in which their tales have been passed from generation to generation and mirror their beliefs and values as well as elements present

in their environment. This study applies indigenous stories to the teaching of English vocabulary preserving the perspective of indigenous people.

2.3 Young Learners and Language Learning

Two theories which have been taken to explain how children learn a language are mentioned in different works related to language learning, the first one from Piaget affirms that children are Sense-makers, they are regarded as active learners who think and construct their own knowledge from ideas or objects they are in contact with, they use that knowledge especially to understand the actions and language of the people surrounding them. The second theory is provided by Vygotsky, he coincides with the opinion of children as active learners only that he emphasizes more the “social context”, for him the people present in the child environment play an important role by providing the objects and ideas into the child world be it through playing, sharing stories, asking/answering question, so these people mediate the word of children and make it accessible. Cameron (2001).

Differences in the way of teaching children and adults is noted also by (Cameron, 2001, p.1) the following are the main differences between adults and young learners, these differences are generalizations, in many classroom there could be more differences that just the mentioned below as many learners have different characteristics, as individuals each of them are a whole new mind and world:

- Children are more enthusiastic and lively about learning.
- They want to please the teacher more than their peers.
- They try to do given activities even if they do not quite understand why or how.
- Lose interest more quickly
- Less able to keep motivated on task they find difficult
- Children do not find it easy to use language to talk about language(grammar/discourse)

- Less embarrassed to talk in a new language

Another features of young learners are pointed out by other authors such as (Achmad, 2014, p. 2)(quoting from Asher and Gracia (1969), affirms that “children have the greatest probability of attaining near-native pronunciation when they start studying from six years old or younger. Furthermore, they mentioned that children may make mistakes in learning English but they will be corrected through a trial and error process. They also added that younger children are far more successful at memorizing vocabulary and pronouncing new words in a foreign language”

2.3.1 Vocabulary in Language Learning.

The learning of English entangles the knowledge in the four main aspects of the language which are listening, reading, writing and speaking. As there are main skills included in the language, we also have equally important aspects of the language and among them there is Vocabulary. For (Achmad, 2014, p. 2) “The more words someone knows, the more ideas he or she can verbalize. On the contrary, the less vocabulary someone has, the lower his or her ability to understand and express ideas... We think with words as we write them, and neither thinking nor writing can be efficient unless the words are accurate.”

(Cameron, 2001, p. 73) considers that “Vocabulary development is about learning a word, but it is much more than that. Vocabulary development is also about learning more about these words”. These affirmations show how important the learning of vocabulary is, at the same time it arguments that its learning becomes useless if too little is known about words, in this regard the learning of grammar alongside vocabulary is suggested. According to (Pinter, 2006, p. 83) “Language users also need to understand the complex interaction between vocabulary and grammar. Native speakers put words together quickly in typical combinations and this is what makes them fluent...when we learn a new word, we have to

learn some grammatical information about it". The statement of grammar as equally important as vocabulary in language learning was also discussed by (Gairns & Redmain, 1986, p. 44) they point that "Student needs some guidance in how to use vocabulary more accurately". (French, 1983, p. 3) provides the following affirmation "Students who do not learn grammar along with vocabulary will not be able to use the language for communication. Even material in which all the words look familiar may be impossible to understand if the grammatical construction have not been learned." If this is taken into account the conclusion is that although vocabulary is quite important to share ideas and express oneself in the foreign language; the grammatical aspect behind that vocabulary is what will lead to the development of fluency, the understanding of its use in certain contexts and its lexical combinations.

2.3.2 Vocabulary and Young Learners

The link between grammar and vocabulary learning has been discussed, these aspects are not independent one from the other, as such, both are equally important when talking about vocabulary learning, although for children the learning of grammar is more complex; Pinter (2006) points that when children learn a language they are exposed to a combination of grammar/ vocabulary but in the case of the first one children are not aware nor interested in the rules behind grammar components or structure. She emphasizes the idea of grammar as a *messy process*, so what does she refer to with this? This means that children are not expected to master the rules behind the learned words perfectly, they can commit mistakes and learn grammatical forms, step by step with practice and guidance until they will be able to use them correctly. As a result, a Holistic way is suggested for the learning of grammar so that pupils will not learn by analyzing the language components but more like a natural way in which grammar will be present but "without the pressure of using it" as Pinter (2006)

indicates, one exemplification of this is to teach animals along the phrase “it likes..”, this may be presented through mime, songs or matching games. As for vocabulary, it is suggested to present it as varied as possible by bringing objects to act out in classroom (may include classroom objects, puppets, pictures, posters, fruits, etc), in order to let children touch, feel, see, and play with everyday vocabulary. It is also important to take into account that words have to be presented over and over again throughout the course, they need to be retaken in different activities adding new knowledge each time to reinforce vocabulary learning as Cameron (2001) suggest.

2.3.3 Types of vocabulary for children

The way in which young learners acquire vocabulary and suggestions of how it has to be introduced into the language classroom have been discussed up this point. Now is time to talk about the kind of vocabulary that should be presented to children. For Cameron (2001) Hierarchies from general to specific are present in children language, however in the middle of both we find “The Basic” level, which are the words most commonly used and acquired in children(Eg. General- Vehicle; **Basic- Car**; Specific- Pickup).

(French, 1983, p. 7) provides reasons for the introduction of this kind of words in language lessons. For her, it is easier to clarify meaning as basic vocabulary words can be found in student’s immediate context such as the school or the local community. Pupils get then, the opportunity to touch, see, hear or taste things introduced in class and as she affirms “Success in learning often depends on the number of senses which are used in the learning process. When students can touch something, in addition to hearing and seeing the word that names it, there is a stronger chance that the word will be learned”.

2.3.4 Techniques for a Successful Telling Time.

Descriptions and definition of storytelling and how it can be used to promote the learning of a foreign language through stories present in the oral tradition of indigenous communities have been discussed up this point, now some strategies for a good telling time that will enhance vocabulary learning will be suggested. These activities can be adapted to the language class and ease the task of teaching vocabulary through stories.

Ellis and Brewster (1991) as well as Wright (1995) suggest the following techniques to consider for a story based class:

- Arrange a special seating for the pupils so that they can see you and the materials (if they are used to complement the story). This can also create a closer relationship during the telling time in addition to this a different environment compared to what they are familiarized with inside the classroom will be felt.
- Read slowly and clearly, provide time for students to reflect and comment upon the story, teacher can also involve students by asking them to repeat key vocabulary and phrases or by asking them to imitate movements while the story is being told. If illustration are used, encourage students to point what you are referring to in the story.
- The use of mime, facial expressions and variation of pace and tone will be always a good option as long as it can help to convey meaning in the story and attract pupil's attention. The repetition of the story has to be done as much as possible, children enjoy listening and you can reinforce the learning in slower learners, for students it also will serve as an opportunity to comment doubts.
- Additional resources are welcomed for a better telling time such as music to accompany the story, puppets, pictures or objects which may help students to understand to what objects or words are the stories referring to.

Conclusion

This chapter may have helped to identify the main issues related to indigenous storytelling and how this influences in one community's perception of the word. It also provides a description of the main characteristics in a group of stories that were collected in indigenous communities as well as a comparison of common storytelling vs indigenous storytelling.

CHAPTER III - METHODOLOGY

Introduction

In this section of the investigation the chosen methodology will be introduced along a short description of the instruments that were used for data collection. A detailed description of participants and context will be provided to have a better understanding of the main topic of this investigation. Additionally, the process and steps planned to implement the lessons, in which indigenous stories were used for vocabulary teaching, will be noted.

3.1 Description of the Methodology

The methodology followed in this study falls into the category of applied research as it tries to improve vocabulary learning with young learners through the use of English language teaching materials. This study follows also a mixed method approach which is defined by (Creswell, 2013, p. 19) as a “collection of both quantitative and qualitative data sequentially...The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem than either quantitative or qualitative data alone”. The collection of data in this study is not only meant to prove the usefulness of indigenous stories in the language classroom, but also to collect information about participants’ progress in vocabulary learning and their opinion after working with storytelling; for these reasons the use of a mixed method was necessary during the application of indigenous storytelling approach and for data collection.

3.2 Participants

The participants of the study are twenty eight second grade students, 17 girls and 11 boys whose ages ranged from seven to eight years old. Although there are groups from first grade up to sixth grade in the school where the study takes place, the group of second grade “A”

was chosen as it was the group I was in contact with in my social service program. The time spent during a period of six months with children of the group served to know their background, to interact with them, and to identify their problems in English classes.

For six months, the participants had English classes every Friday. Classes were one hour long and focused specially on basic vocabulary teaching. From the problems detected; one of the most important was that of vocabulary learning. Even if children were able to recognize words successfully, in later lessons they were not able to remember all of the items, words already seen.

Another issue was the lack of learners' interest to learn English. So when they were asked why they were uninterested in English learning, they answered that English was not useful and was not related to their lives. This investigation is closely related to the lack of interest and problems with vocabulary learning as these two problems led me to think about approaches and tools which might help students with vocabulary learning through materials that can be related or taken out from their context.

3.3 Context

This investigation is carried out in a Public Bilingual Primary School "Niños Heroes de Chapultepec" located in San Buenaventura Nealtican, Puebla. A community where in addition to Spanish, languages such as Nahuatl, and English are spoken by a portion of the population as there are minority groups who speak Nahuatl and immigrants.

The head of the primary school showed interest in implementing English classes, especially for the ones coming from immigrant families and students who are interested in learning. A complementary course that students receive is that of Language because the institution is

part of Indigenous Education where the preservation of indigenous languages and culture is quite important and is included in the school's curriculum.

3.4 Instruments

The main instruments designed and applied in this investigation for data collection are a questionnaire and observations. The questionnaire was mainly focused on providing an insight about children opinions while working with indigenous storytelling approach and to inquire more about the existence and meaning of storytelling in participants' background. The observations main goal was to take a register of students' responses to working with indigenous storytelling approach and to evaluate the approach. These instruments are described in more detail below.

3.4.1 Observation Guide

Observations were conducted taking into account a guide (Appendix 1) which was divided into two sections; the first one consisted on a checklist of four items, in which a liker scale that went from Strongly Agree to Strongly disagree was included. The checklist evaluated stories usefulness for vocabulary learning, including the level of engagement of children. Another goal of this checklist was to register teacher's self-assessment and personal comments of her performance during each session taken to present the stories.

The second part of the observation guide was divided in five parts the first three to take notes of what teachers/students did before, during and after the telling time. The forth part focused on collecting information about children's responses to the stories. The final part registered children's progress with vocabulary learning through the use of storytelling.

This instrument was selected based on the main objective of this investigation which is to evaluate the utility of indigenous storytelling approach and stories for vocabulary learning

with young students. Observations served to analyze the application of stories along activities in the classroom from the perspective of the teacher, taking into account students' reactions when they worked with stories besides their progress in vocabulary learning. Observation notes were a helpful resource to record events that happened inside the classroom; to take notes of what was noticed while working with the stories; constrains that surged during this process, and the evaluation of indigenous storytelling strategies and development during the planed sessions for vocabulary teaching.

3.4.2 Questionnaire

The second instrument is a questionnaire for the students (Appendix 2) which includes ten items, four closed questions and six open questions. The four closed questions aim is to collect data related to student's opinions about working with stories. A scale is included in these four items and goes from Very to Nothing; participants should mark the option that best described their opinion with this scale. The fifth item is related to the existence of storytellers in the context of the investigation. Items 7-10 concentrated on students comprehension of the two stories that were told during the six session; their opinion about the content and characters of the story and what they learned through these stories that is related to their life.

Observations notes are meant to register teacher's viewpoint of all the happenings during planed sessions for storytelling; what the teacher did and saw during the application of the stories. Likewise questionnaires register children' viewpoint about working with storytelling. Children opinions are essential to determines if working with indigenous storytelling can be an attractive approach and a good resource for language teaching. Questionnaires serve also to evaluate the materials and to analyze children feelings when they work with them.

3.5 Piloting

As this study falls in the category of applied research, observation guide and questionnaires were not the only aspects evaluated with the piloting. To analyze indigenous storytelling approach note taking about the advantages and disadvantages over the use of certain materials, activities, and the organization of each lesson was implemented.

Each of the approach sessions provided information that helped to improve activities and strategies for a better telling time. Among the achievements observed in the group responses to the approach, there was that of children engagement with the stories; kids participated enthusiastically in the telling time if they were acting out movements to follow stories, children showed interest over the meaning of words and phrases if kinesthetic activities were included in the lesson. However there were also some constrains related to children' participation order.

Other point noticed when the class was being carried out is that the group teacher opinion and observations in regard to the implemented classes could be included to get an external point of view and recommendations about the material and classes.

For the piloting of the observation guide and questionnaire, they were revised by one professor two times to make the necessary corrections, from the observation guide items that were included in the first part of the instrument were changed and corrected for a better understanding and from the questionnaires the language of items had to be re-written and reformulated so that it could be easier to answer by kids. After it was corrected it was resent to two classmates for a final revision. I received feedback in regard to the format and instructions. As for worksheets they were revised by a classmate, the comments given were that it needed to present less words to make it less complicated.

3.6 Data Collection

During the process of data collection, one of the first steps was to collect the stories which would be taken into account for the sessions. They were selected from stories shared in indigenous communities, these stories were translated into English using basic vocabulary and simple structures to facilitate children's comprehension. The stories were closely related to children's community and one of their components was the values they taught.

The second step was to create material and activities to complement the telling time, in this step it was necessary to check literature related to storytelling, the last step was to ask the mentor in charge of the group of 2 "A", to work with storytelling and to discuss the schedule for the sessions. Some constraints that surged in this process were related to the schedule; I had to adapt to the changes in children's regular classes with the mentor as they had unexpected activities in the school with parents and with the mentor. As a result I had to reschedule the sessions and make sure that these changes did not affect the application of the storytelling approach. As for the application of instruments each will be described below.

3.6.1 Observations

Observations were done during all the sessions and focused on the impact that stories had in children and their progress with vocabulary learning. For the teacher these observations served to identify what improvements needed to be done for a better telling time.

During the telling of the two stories, attention was centered on the teaching time, especially the time of the telling which consisted of three sessions intended to tell the first story, and three more for the second one. In the observations, the teacher concentrated on registering children's reaction to the stories so that, at the end of each session, the teacher could write

down all that was noticed in the observation guide. Comments with the Mentor about what she saw during the sessions were taken into account to complement the observations and to take notes of teacher's performance.

One of the constrains that surged during the application of this instruments was that although the teacher tried to process as much information as she could; at certain moments she centered her attention on children's work and the control of the group, nonetheless mentor's comments were quite useful in her observations, as mentioned before, the mentor and teacher discussed the classes and mentor's comments provided more details that were included in the observations.

3.6.2 Questionnaires

The questionnaires were planned to be applied after the first story but I decided to postpone its application; the reasons was that children had to participate in different activities at school and there was little time left after English classes to answer the questionnaire, additionally questionnaires could be answered after telling a story which was more convenient because children could provide opinions about the whole approach used in this study. For its application I requested assistance from the mentor to see if she could ask students to answer the format. They were later applied in one session of the mentor classes, the time spent to answer the questionnaire took about twenty minutes of the class, in which each question was read aloud and explained to clarify possible doubts and comment what kind of information was requested in each section of the questionnaire.

3.6.3 Implementing Indigenous Storytelling

The lessons (Appendices 4-5) that were designed to introduce indigenous storytelling were concentrated on two legends collected from learners (see Appendix 3). Telling each story,

took three lessons or sessions of about 30 minutes each. They were as follows: 1) presenting vocabulary of the story; 2) telling the story; 3) discussing the story. The description of each of the stages is presented below.

3.6.3.1 Presenting Vocabulary of the Story Approach

The first part of indigenous storytelling approach, also referred as before the telling time, focused on familiarizing children with the vocabulary of the story to facilitate the identification of this vocabulary in the following session which is the telling of the story. Vocabulary presentation was made through activities that included the use of flashcards, illustrations, mimicry, coloring and brainstorming to comment and share opinions about story characters, additionally children had the opportunity to work in their self-created materials to be used during the telling time.

Activities were designed to identify the meaning, pronunciation and written form of the new vocabulary as well as understanding the story when it took place. The first step of this session was to identify the vocabulary through flashcards or mimicry and check pronunciation. Then general knowledge about the vocabulary was discussed, what students knew about certain word, to generate a collective description and definition for the words. The next step was to identify the written form of the vocabulary and to paste or draw it in their notebooks. Finally, the last step was to complete an activity (a worksheet, create the characters of the story with paper puppets, sequencing illustrations of the story) that might be helpful for students to follow the story during the telling time. Once the children were aware about the vocabulary to be taught, I began to tell the story.

3.6.3.2 Telling the Story

This second part of the approach, as the title says, concentrated on telling the story. In this part of the lesson, the story was told, accompanied by visual materials, mimicry and other realia, including items created by children that helped to make the story more attractive for students. The first step of the session was introduced by doing a small review of the previous session. This part helped children make a recall of previously studied words and aided in the preparation of the context for the telling of the story. Such arrangements helped prepare the materials used during the telling and to arrange the seating. The second step was *telling the story*. Teacher started by asking if someone had heard the story that was going to be told, to share comments and create a friendlier atmosphere for the telling. Students were expected to participate actively in the telling time by asking questions and sharing their opinions.

In this second part indigenous storytelling characteristics that are common during the telling time were included, such as specifying that elderly people or a member of the family still told the story that they were hearing, that the story was a fact that occurred in our society or that affected students life as the stories contained values or teachings represented by the characters but these teachings could be applied to anyone.

In the telling of the story, the story was told as if a member of the family was telling it, as if an anecdote was being shared to students. Teacher made sure that students participated in the telling time by asking for their opinions, questioning them about their beliefs about the story or asking if they had been in contact with one of the characters included in the story to associate students' personal experiences to the actions that happened in the story. Children comments were listened, if children wanted to share any information or opinion they were

encouraged to add to the conversation. Teacher also commented what she knew about the topic of discussion.

During the telling, the story was also told using the three languages, English, Nahuatl, and Spanish. English was used to tell the majority of the story, additional material (Illustrations, mimicry, puppets, etc.) throughout the telling time was used to clarify doubts about the story as the materials were created to support and illustrate the sequence of the story. Spanish was used in the interaction between the teacher and children to make comments over the story as children might have had difficulties to communicate completely in English. Finally, Nahuatl was used when teacher talked about the vocabulary that students were expected to learn from the stories so that children could be aware of the meaning of the target vocabulary in the three languages.

After the telling time a little paper to evaluate the story and telling time was answered by the students/teacher. The goal of that evaluation was to detect how much of the story children had understood and if needed, retell the story.

3.6.3.3 Discussing the Story

After the telling children were asked to use the vocabulary contained in the stories. Exercises such as comprehension questions, gap filling, and retelling with pictures among other exercises were taken into account in this session. Firstly, the teaching of the stories was commented among the children and the teacher, question (such as what did I learn? What happened with the protagonist? What character do you want to be? Which words did I identify in the story?) were taken into account to recall the most important aspects of the story. After that students completed a worksheet in which they included the information previously discussed to answer the exercises.

3.7 Data Analysis

The analysis of data will be taken from the observation notes that the teacher took during the classes and the telling of the stories. This information will be centered in a descriptive narrative of how stories (storytelling) and materials worked in the class. This narrative involves the percentage or average of words learned in class, the progress of students' learning of vocabulary, specially their reaction toward the stories presented in the classroom. To complement this narrative the analysis on students' responses in the questionnaires will be included and represented in tables that will illustrate students' opinions.

3.8 Conclusion

This chapter explained the methodology followed to collect the necessary data to evaluate the usefulness of indigenous storytelling implemented with young learners. For this investigation it was not only necessary to draw on a qualitative methodology but also a quantitative one in order to analyze the data from different perspectives. The planning of classes was also discussed along the description of instruments and the collecting of data. In the following chapter the analysis of data will be discussed more in detail and some conclusions will be drawn.

CHAPTER IV - DATA ANALYSIS

Introduction

The last chapter described how instruments were designed as well as the procedure followed with the purpose of data collection, constraints that surged during the process where similarly described. In this section the results of the data analysis are presented. The data were collected and then examined taking into account the main problem in this study that was that of vocabulary learning in young learners. For the collection as well as processing of data, two main goals were proposed. The first one is related to vocabulary learning, the second one is centered in proving the usefulness of indigenous stories in the language classroom as a way to engage students with their context and with vocabulary learning. The analysis of data then will be divided into two sections. The first one provides a description of students' opinion concerning indigenous stories and its utility in English classes. The second part is related to the progress in vocabulary learning in which a narrative of students' responses toward the stories and their progress with vocabulary learning will be discussed more in detail.

4.1 Questionnaire data

The questionnaire's data will be analyzed using tables and figures related to the research questions which may help to answer the research questions for this investigation. Responses to these instruments are related to students' opinions about working with storytelling and the vocabulary they consider they learned through the stories. The questions which were included for their level of importance are items 1-6 and item 10.

Table 4.1 Student’s Opinion about storytelling in English classes

	To a large extent	To a moderate extent	To a small extent	Not at all	Total
I liked the story	84.6%	11.5%	3.8%		100%
It is related to my life	19.2%	50.0%		30.7%	100%
I learned new words through the story	65.3%	23.0%	11.5%		100%
I like to learn with stories	88.4%			11.5%	100%

Questions 1-4 explored students’ opinions about working with stories in the classroom, these questions were answered based in a given scale from which students had to choose the option which best described their opinions about four given statements.

Table 4.1 shows that a great percentage of students consider stories as a good option to learn English as they liked to interact and learn with them in the classroom, this is showed through the variation between the percentage of students who liked the stories and the percentage that considered they actually learned from these stories. Likewise it is worth to mention that although stories are popular among students not all of them relate stories to their lives or only relate them in a moderate extent. Also important is to point out that even though not all the majority of students consider that stories are related to their lives, they can actually learn from indigenous stories as a vast proportion of participants considered that they actually learned new words.

The findings above may indicate that stories gain attention from young learners and can be regarded as a fun method to learn vocabulary but this does not mean that all students might like or relate their context with the stories, thus teachers who have the interest of

implementing the use of indigenous stories in the language classroom have to foment its use specially with learners who have not been in contact with stories so that they can familiarize them, little by little, with their context, that of the story and the context of their classmates in order to create a sense of belonging.

Table 4.2 Presence of Storytelling in Students' Context.

I LISTEN TO STORIES	
Yes	No
96.1%	3.8%
WHO TELLS ME STORIES	
<i>Family Members(Grandparents, Parents, Siblings, Aunt/ Uncle)</i>	61.5%
<i>Other(Teacher)</i>	34.6%
<i>No one</i>	3.8%
Total	100%

Question 5 explored the existence of storytelling in the children context. Table 4.2 shows two sections one shows the percentage of students who listen to stories and the second section specifies from whom they hear the stories, the first section indicates that almost all of the children have heard stories in their community, although there was a minority which stated that they were not in contact with this practice. The second part indicates that the act of storytelling is an interaction between the children and their families, it also shows that few children have come to listen stories from their teachers.

The finding might indicate that although there exist storytelling in the community where children come from, not all of the participants are involved and share this activity with their families, for them school is the place where they can be in contact with stories. It may also suggest that the encouragement to search and be interested in stories can be created not only at home with the family but by the teachers in a school.

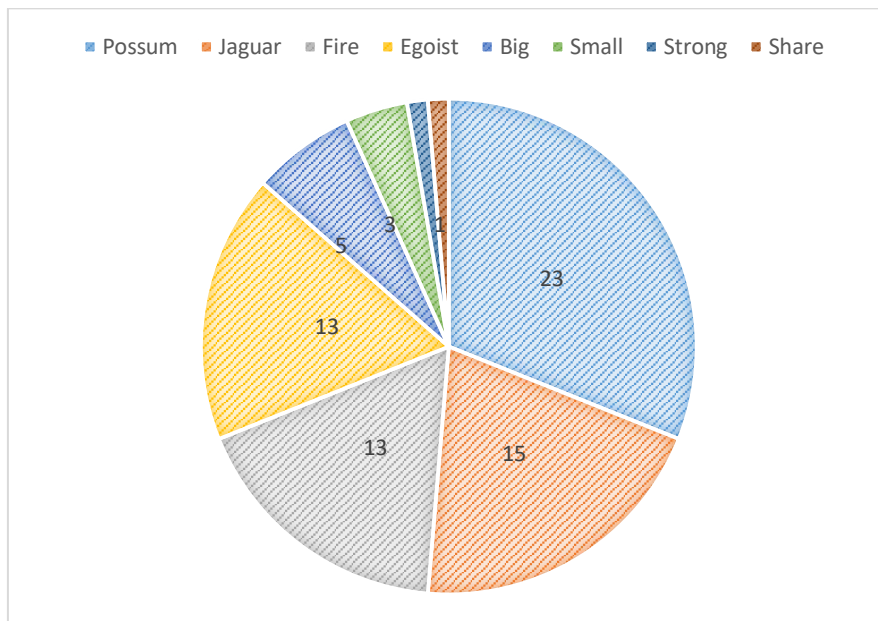


Figure 4.1 Learned Words with Indigenous Stories

Figure 4. 1 presents the results from question number 6 that states the relation of words and the number of students who were able to recognize them. The results show that four words have the major percentage of recognition among the students, these most relevant words in the story are in their majority characters of the first story, it also points the words which for student were more difficult to master during the process of the telling time. This may suggests that there are words students are more familiarized with in the stories, this may be attributed to the constant repetition of these words in the stories presented to the children having as a result a better learning of the words by repetition, this also suggests that the

words with less recognition among the students have to be reinforced to ensure a better understanding of them during and after the telling time.

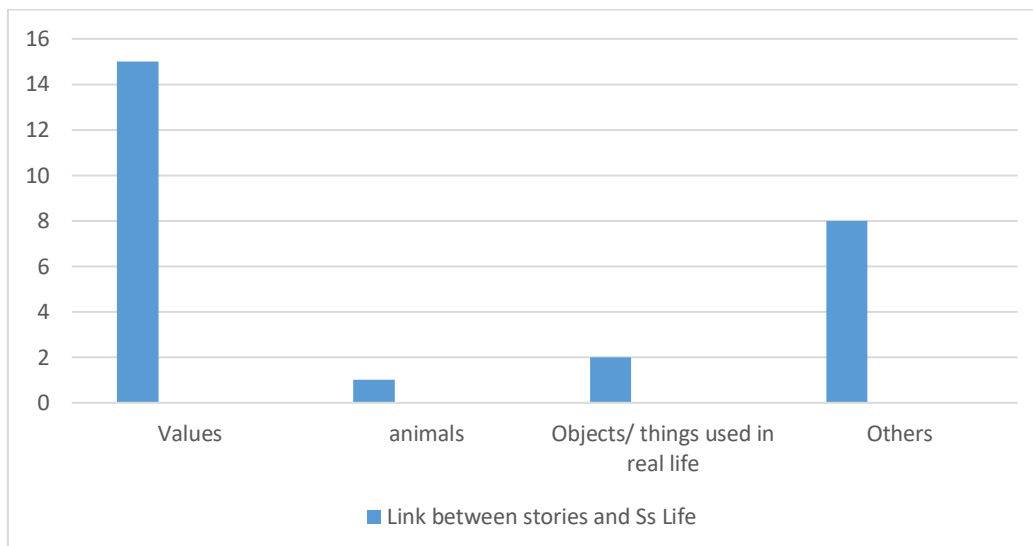


Figure 4.2 Relation students create between stories and life.

Question 10 which is illustrated in Figure 4.2 shows the relation that students provided from what they learned in the stories and how they linked them to their context, the vast majority of students related the values that the characters in the story represented to their family and themselves, they also recognized that the objects and animals mentioned are presents in their context. In regard to the option indicating other, students manifested their opinion about the story such as how interesting and beautiful it was.

The findings may suggest that indigenous stories can become a useful tool to teach values as they are an important feature in the stories, they may also serve to talk about the importance of certain objects or animals in the child context and be related to varied topic not only centered in the language class but in topics such as natural sciences, human and social education as the stories include animals and give details of them as well as a value which is an important factor of indigenous stories.

Observation Notes

The observations were carried out along three sessions which coincide with the planning of the classes, they were divided into Before, During and After the telling time. The first session was designated to introduce the vocabulary which would be reviewed in the stories through activities in which students could share, create and use their knowledge of the given words as well as their creativity. The second session was centered in telling the story using additional material like illustrations, puppets as well as mimicry. The last session centered in the reviewing of the vocabulary showed before and during the telling time as well as the retelling of the story by students and the realization of exercises for the practicing of vocabulary through worksheets. The following tables show a short description of each session; taking into account materials, activities, and atypical actions during a specific class.

Story One

The first story was entitled the 'Possum'. Table 4.3 below shows the main features of the story. The table shows the materials, the objective, the vocabulary and main other features of the story. Then a description of each of the three sessions used to tell the story is provided.

Table 4.3 'The Possum'

Time of the session	Monday, 30 minutes
Materials	Illustrations of words in the story and sequence of the story.
Objective of the class	Students familiarize with the vocabulary of the story.
Target Vocabulary for the Lesson	Possum, Fire, Jaguar, Egoist, Share
Atypical actions of the class	Students were excited as teacher told them beforehand that they were going to work with a different activity that day.

Lesson one: Presenting the Vocabulary

The first part of the three session lesson focused on the presentation of The Legend of the Possum's main vocabulary and practicing its pronunciation (See Appendix 4). During the first activity, I presented some flashcards of the most important vocabulary in the story, students immediately started to identify the characters and the story, the majority of students told me that they had already heard one version of it from their families and at school, one girl was the first to identify it and began sharing what she heard about this story, as her classmates listened they started to participate in the discussion about what they recalled of this legend along the teacher.

After commenting about the version of the story that students had heard, I asked if students knew some information about the possum, jaguar, and fire. Students were very enthusiastic when I asked them to share information about the three words, students started to speak at the same time, I asked them to comment in turns so that all the group could hear what their classmates had to comment. Students made commentaries like "I would eat raw food if we did not have fire", "the possum is like a giant rat...I have seen one" or "the jaguar is so, so big and has big teeth", some other repeated what they heard from their friends, there was also a girl who told us that her last name meant Jaguar (Ocelotl in Náhuatl) and that she liked it very much.

When students started to repeat what other classmates had already said, I decided to proceed with the other part of the activity as I noticed that students had nothing more to comment during the activity. I explained the instructions to children, some of them were not paying attention, so I had to ask these students to explain again the instructions of the drawing activity. This activity took more time from what I expected as I saw that the majority of the group was working really hard and trying to make the best drawing for this reason I

decided to give children more time to complete their drawings. When some kids finished, they started to show their drawings among their classmates and teachers. I asked all of the children to show their works to the group, there were ones who said theirs were not that good as drawing was not their specialty and did not want to show it. I praised their work anyway as they were working really hard on their drawings to make them look better

To close the introduction of characters and vocabulary students ordered scenes of the story, this activity was less successful as Ss were not sure with their ordering of images, I clarified that once they listened the story they would know the right order and correct it. Students still showed doubts in this activity and were continuously asking if their ordering was correct so, as to not complicate the activity more and give away the correct ordering, I asked students to work in it together according to what we commented before about the story. While the group ordered the story scenes, I asked for the pronunciation and meaning of certain words by saying “What is possum/ Share/Fire...?/ ¿Como se dice Jaguar en Inglés/Náhuatl?” I observed that students started recognizing from 2 to 3 words but showed doubts about some other so we repeated out loud the words a pair of times to check meaning and pronunciation.

Table 4.4 During the Telling Time (The Possum)

Time of the session	Thursday, 30 minutes
Materials	Illustrated book of Legend's Scenes (Appendix 6)
Objective of the class	Students listen to the legend and recall previous knowledge of the story and vocabulary.
Target Vocabulary for the Lesson	Possum, Fire, Jaguar, Egoist, Share
Atypical actions of the class	Students were late for the class as they had a computer course, the lesson was also moved to the last hour of classes.

Lesson 2: Telling the Story.

Before the telling of the story I asked students what they recalled of the previous session they said “The story of the possum”, “about the fire and the possum”, “we saw images and draw them”. I started to ask if students remembered about the vocabulary we saw during the last class and told them to take out their notebooks and try to tell me the words that they wrote along their drawings. While students were telling me the vocabulary. I noticed that they remembered better the three nouns Jaguar, Fire and Possum but had difficulties when they tried to pronounce them, there were also problems when they tried to remember the words Share and Egoist. After recalling what we did I asked students to take their notebook and to sit in a U shape position on the floor.

As I began to prepare to tell the story, students were asked to repeat aloud the words especially Possum, fire, Jaguar, Share and Egoist when they heard them. After that I began to introduce the story of the possum. Firstly, I told students in Spanish that the story is really old and that I was told this story when I was their age, then I took out the illustrated book of the legend of the possum to use it during the telling time and asked students to corroborate the order of their sequences from the last session as the story was presented. In regard to the illustrated material, when students saw it, they told me “Teacher you made this?” “Teacher can I see it”, “Lend it to me” or “Give it to me teacher”. I told students that I was going to show all the book during the story so they could see it.

Once I saw students in their place I began to tell students in Spanish that this story was about the creation of fire and that our ancestors really respected the “Tlacuache/Possum” because he gave us “Tit/Fire”, as I mentioned this I showed the illustration on the book so

that students could see to what I was referring to as I mentioned these words in Nahuatl and English. Children seemed attentive as I began telling this.

I continued telling the story but this time telling it in English, to which part of the group told me “teacher I do not understand” or “teacher could you tell it in Spanish”. I answered by saying that we will listen it in English and after that they could tell me what they understood with the pictures and that they could still follow me in the story because I included the written version in the book. Student repeated after me the story. While the story was being told, students at times got distracted with the material, to solve this constrain and focus students attention on the story I observed which students were the ones who were more distracted and asked for their help to continue telling the story and showing the materials to their classmates. Children asked the classmates who were in charge of the book to show them the illustrations, the ones who showed the scenes seemed to be really happy displaying the scenes to their classmates, the other children also wanted to take turns to show the book. During the telling as I gave student the book I started to use mimicry to continue the story, with this technique students recognized adjectives (such as strong, small, and big) as some of the girls who were listening the story started to imitate me.

Once I finished telling the story in English I asked what the group understood from the story, they told me “El Possum robó el Fire”, “El llaguar se quemo”. Then I asked if they wanted to listen to the story again, but this time in Spanish, the majority of the group shouted yes. When I told the Spanish version of the story, I made questions to the students about the personality of the characters, this with the objective of emphasizing the words share and egoist. Children told me “EL Llaguar se quemó por no compartir el fuego” to what I asked “Then, how was the jaguar?” trying to elicit the world Egoist from students. When children talked about the possum I emphasized the meaning of Share in English and Spanish.

What I noticed during the telling was the learning of words' pronunciation that they recognized, students made use of the English pronunciation of certain words when they voiced their opinion or a commentary about the story in Spanish.

After I told the story, I revised the order of the sequences with the group and also commented the story, they told me that the version they knew were a little different as it did not mention the jaguar some told me "I want to be like the possum" or "I am not egoist because I share my things with my sister". I commented that I also wanted to be like the possum who helped the others.

Table 4.5 After the Telling Time (The Possum)

Time of the session	Monday, 30 minutes
Materials	Illustrated book of Legend's Scenes (Appendix 6) and a worksheet(Appendix 7)
Objective of the class	Students retell the story and recall the vocabulary in it.
Target Vocabulary for the Lesson	Possum, Fire, Jaguar, Egoist, Share
Atypical actions of the class	Two students did not come to school.

Lesson 3: Discussing the Story

As the class began I asked students to form teams and act the story, although some passed to the front without problems others were too shy, I encouraged them to act or at least share their opinion of the story, some children mentioned that to be a good boy or girl they had to be like the possum (the protagonist of the story), one boy told me that the jaguar got burned for being egoist, other that the possum was the one who stole the fire. One thing that I detected in their discourse was that although they were talking in Spanish when they mentioned the possum they used the word in English as well as the word fire and egoist for example " El possum no compartió el Fire" o " El Jaguar fue Egoist" .

Once we finished discussing the legend I asked students to complete a worksheets (Appendix 8), students were able to identify Possum, fire and jaguar without any problems although later when they write down the vocabulary they misspelled some words for example **Ilaguar** instead of **Jaguar** or **Faier** Instead of **Fire** or **Sher** instead of **Share**. With words share and egoist student had problems to relate the meaning in Spanish and English so students were encouraged to elicit the meaning from what they remembered of the story to come with the answer. I also reviewed the written form of the vocabulary by identifying them on the board and with preview flashcards.

Additionally when children were asked what the meaning of some adjectives was (big, small, strong) they related them with the movements made during the telling time, the ones who still were confused with the meaning associated the reactions of their classmates to the adjectives' meaning.

Table 4.6 Before the Telling Time (The Bat´s Legend)

Time of the session	Monday, 30 minutes
Materials	Illustrations for their Pictionary and puppets (Appendix 9)
Objective of the class	Students identify the vocabulary of the story and create their own puppets.
Target Vocabulary for the Lesson	Bat, bird, rainbow, feather, wing, rainbow.
Atypical actions of the class	A member of parents' committee took time of the class to read a tale to the children as that was part of a program implemented in the school.

Lesson 4: Presenting the Vocabulary

When the class began I asked children to move their arms as if they were flying, and they started to move their arms, when they were asked to whistle, although ones did not know

how to do it properly, they still tried and were having fun and laughing because they did not sound quite well, the activity continued with students following the movements I made, as the speed of the activity increased, children were having fun trying to make all the movements.

After the mimicry activity I passed down one sheet for a coloring exercise that included the vocabulary of the story, before starting with the activity the repetition of individual and coral pronunciation was made.

When the set of images for the legend of the bat were presented students identified the meaning of each image in Spanish, except for the image of feather as they thought it was a leaf, as they had difficulties with the pronunciation of the words I asked them to elicit the usage of some words with some objects in their context for example Sky was related to the TV service, birds with the game Angry Birds, with this they were able to recall how these words were pronounced and associate them to things they are exposed to outside school. Then I provided indications for them to complete the images of the sheet, as students like to color and draw, each one of them used their imagination to illustrate each word, while they were doing this activity they constantly showed their work to me and asked if it was right, this activity took a little longer than expected as students used their creativity to color the images and took their time to do so. The activity was also really helpful to catch students' attention and focus on the vocabulary as students were enthusiastically asking words meaning and relating images-words. Comment about each one of their puppets were shared and Ss showed their work to their classmates.

Although the final activity which was creating puppets was not completed, it showed to be a really good strategy, not only were children excited while they colored and made rings for

their fingers but also showed interest in the corresponding word in English for each one of their puppets so that could pin the correct label.

Table 4.7 During the Telling Time (The Bat's Legend)

Time of the session	Monday, 30 minutes
Materials	Puppets and scenes of the legend(Appendix 10)
Objective of the class	Students listen to the story and identify in it vocabulary with the help of their puppets.
Target Vocabulary for the Lesson	Bat, bird, feather, wing, rainbow
Atypical actions of the class	Before beginning the class students were completing an exam with the mentor so the class started after the designated time.

Lesson 5: Telling the Story

Before telling the story I asked students to take out their incomplete puppets from the previous session and finish them to start with the story. As students were completing the task, a review of the vocabulary was done by asking students what words were the ones we had seen before, from children responses the bat, bird and rainbow were the words they could remember the most but they still needed to reinforce the other words. I showed my own puppets and asked which of them they did not remember, children seemed not to recall the words therefore I asked them to raise their hands and then I told them that we were going to start repeating each word slow then we will say it faster and faster to see who could say the words correctly. Students ended up laughing when they could not tell the words faster and asked to do the exercise a little bit slower.

When children completed their puppet, I asked them to come to the front and sit down beside me, in a U shape form. Then I told them that I was going to tell them a story about an animal that has being thought as scary, that maybe they have saw him during the night as it is often

found during the night, I gave out some clues to elicit the answer from students. Students told me that it was the bat and its story then I proceeded to show some puppets that I was going to use for the story. When students saw the material, they were really impressed and attracted to it, they asked to pass it on so that they could touch it and asked how it was done or if I could teach them how to do it. This was really motivating for me. As I presented the puppets for the story, I passed them among students so that they could touch them and asked them to repeat after me the name of each puppet, in Nahuatl and English, then asked students to show which of the puppets they did we were talking about. While we were reviewing the vocabulary, children remembered poems seen during a class with the mentor in which this vocabulary was used. A couple of students brought their notebooks to show me their poems about the rainbow and the birds.

Once students saw the puppets I told them that it was time to tell the story and I asked them to follow the story with their puppets. I started to tell in English the first parts of the story and made use of the puppets to show the story, students were listening and were really attentive and started to recognize words such as creator, the rainbow, birds, especially the bat who was the character who was more interesting for them. I continued to tell the story but I noticed that students were not paying much attention, especially the boys, because there was almost the end of their classes. I decided to include the movements that we made at the beginning of the previous session and told me to include it during the telling moreover a group of boys stood on their chairs to mimicry the story. I told the story as if the story was happening to us and we were the bat. I noticed that the students were really following the story and repeating parts like “I want to have beautiful wings like the birds” or “he flapped his wings in front of the birds and created the rainbow” albeit it was completely told in English.

After the story was told in English it was also told in Spanish but replacing the main characters and vocabulary with the English/Nahuatl words (Bird/Totot-Murcielago/Tsinancatl – Rainbow/Cozamalot) because students asked to listen to it again. When students heard the characters in english or nahuatl they recognized who they were in the story. I asked them what was the rainbow or cozamalot and they told me that it was “el arcoiris, then I asked them who made it and they told me “el bat”. Children wanted to hear again the story but I decided to end the telling as it was time for them to go home. Some children told me that they really liked the story before they left.

Table 4.8 After the Telling Time (The Bat’s Legend)

Time of the session	Monday, 30 minutes
Materials	Questions about the story and letters soup (Appendix 11)
Objective of the class	Students share their opinions about the story and complete a letter soup.
Target Vocabulary for the Lesson	Bat, bird, rainbow, feather, wing.
Atypical actions of the class	Students found a spider, this gained the attention of all the group and distracted them during the class.

Lesson 6: Discussing the Story

In this session questions about the story were placed on a paper (see appendix 11), students had the opportunity to work in pairs or small groups to answer them, although responses to the four questions varied from student to student and other responses matched in some aspects, for example the characteristics of a bat (some responses indicated the bat as a bloodsucking or a vampire others wrote that they went out at night and were black). From the question – What did I learn? - Responses emphasized the teaching of not being arrogant and also the characteristics of the bat. When I asked what would they feel if they were the bat who ended in a cave, some students started to make comments of it that made them

laugh while they listened to their classmates, for example: “I would be completely naked without clothes because I lost my feathers”, or that “they would not want to go outside because it would be too embarrassing”.

Finally I distributed a letter soup among children to see how many of the words in the stories were recalled what I observed was that the same thing that happened with the first story happened in this second legend which was the learning of words which were most repeated in the tale and which were significant for the students like The Bat, the birds, rainbow and sky, the word that was learned by its pronunciation was cave and other word students identified and related to its similarity in Spanish was Creator.

Conclusion

The analysis and discussion of the collected data was done in this chapter based in the designed instruments, a questionnaire and observations. The information illustrated in each table and figure may help to understand de following chapter which will discuss the most important findings in regard to the research questions. Chapter five will also discuss the implications, limitations and recommendations in regard to this investigation.

CHAPTER V – CONCLUSION

Introduction

This chapter reviews the most important findings which were discussed in chapter four. The interpretation of data is based in three main research questions which are the basis of this investigation and set the purpose of this investigation which was to explore the utility of indigenous stories, to teach vocabulary to young learners, participants' progress of vocabulary learning through storytelling, and the importance of storytelling in children context. The study also concentrates in the strategies used for storytelling as well as the complementary materials used to achieve the goals of this investigation.

5.1 Discussion of Results

This investigation was centered in three main research questions stated at the beginning of this work, conclusion were drawn based in these three questions and the findings of this investigation are summarized below

Research question 1 asked about the importance of storytelling in indigenous communities, from students' responses and from the information collected in indigenous communities. It can be concluded that the sharing of stories is a common act of interaction in families. This act is not strange for students as a great percentage of them told that their parents or grandparents were the ones who often told them stories.

Research question 2 asked why use indigenous stories for vocabulary teaching to young learners, from the findings three main categories were analyzed, they are the following:

1. - Students responses to the stories: Students were able to recognize in different ways the vocabulary presented in the stories, they were enthusiastic while they listened to the

stories and also when they saw the materials which illustrated these stories. As the stories were known by students it was easier for them to share information of the characters and objects mentioned in the stories.

2. - Students learning of vocabulary: Students were able to easily recognize and memorize the words they were more familiarized with and that were constantly repeated throughout the story. The way in which they used the learned vocabulary could be found in their discourse as they mix English words while talking in Spanish. The learning of pronunciation was noticed with the misspelling of these words as Students wrote the pronunciation of the words instead of the correct written form.

3. - Advantages found while using indigenous stories

- Stories can be accompanied by a great variety of materials (from illustrations, puppets to realia) and activities that proved to be attractive for students such as coloring, mimicry and working in the creation of material for the stories.
- As one characteristic of indigenous stories is the importance placed over the values that are taught, represented and related to nature, animals or anecdotes they can be used to teach not only English but other subjects such as natural sciences, human and social education, arts and crafts.
- Not all Students share the tradition of hearing and telling stories at home, so school and the English class can become a space for students to be in contact with indigenous culture and stories.

Research Question 3 asked about what strategies could be applied to teach vocabulary through indigenous stories, findings were focused on two main categories:

Strategies for the telling time

- Stories can be told in Spanish but changing little by little the words to English as students do when they add the words they learn in English to their discourse eg. “El Bat era Arrogant” and later change the phrase to “The Bat was arrogant”.
- Use mimicry or total physical response approach to present actions or adjectives if possible, students tend to relate the movements to the meaning of the words and imitate the movements with enthusiasm.
- Elicit the meaning of words from students’ responses, let them help each other to come out with solution and responses, if children still have problems provide hints.

Strategies to motivate and gain students attention during the lesson.

- Let Students experiment and be creative, this can help them to be actively involved in class and develop child skills as well as their understanding of words.
- If students get distracted with the materials for the telling time or with their classmates lend the materials to them, this creates a sense of responsibility as they are in charge of showing the material to their classmates.
- As some students tend to easily forget, make sure to constantly reinforce the given vocabulary.
- If students have problems to recall words meaning or they pronunciation, associate the words to something present in students’ context; it could be a tv program, a service with an English name. For meaning if possible relate the words to their cognates Creator- Creador just be sure to clarify the pronunciation.

In the following tables a major summary of the data collected throughout questionnaires and observations is provided for a better understanding of the results obtained during this

investigation. The table 5.1 summarizes the findings obtained from the questionnaires applied to participants. The table below provides information about students' views about storytelling in the classroom, their context, their lives, and in their learning.

Table 5.1 Questionnaire General Findings

Questions	Findings and results
Indigenous storytelling in English classes	Findings may indicate that stories can be an attractive method to learn vocabulary in the classroom but not all students might like or relate stories with their context. However students can actually learn from indigenous stories as participants considered that they actually learned new words.
Storytelling in Students' Context	Children have heard stories in their community, although a minority stated that they were not in contact with this practice. Results indicate also that the act of storytelling is an interaction between the children and their families, additionally few children have come to listen stories from their teachers.
Learned Words with Indigenous Stories	There are words students are more familiarized with in the stories, this may be attributed to the constant repetition and the exposure to these words in students background and in the stories presented to the children, having as a result a better learning of the words
Relation students create between stories and life.	Students associate the values portrayed by the characters in the story to their family and themselves. Students also recognize that the objects and animals mentioned are presents in their context. Students manifested their opinion about the story such as how interesting and beautiful it was.

Tables 5.2 summarizes the most important findings of indigenous storytelling approach during the observations. The information is divided according to each story used during the observations. The aspects included in these tables are: the target vocabulary and material for each lesson well as information about students' responses towards materials, activities, stories, and students vocabulary learning progress in each session.

Table 5.2 Summary of Findings

Story	“The Possum”	“The Bat”
Materials	Flashcards, Story Scenes, Illustrated Big Book, Worksheet	Pictionary Illustrations, Puppets, Legend Scenes, Story Questions, Letters soup
Students’ Responses to Materials	Students were able to identify, and elicit information about the story and vocabulary based on the materials, students also showed enthusiasm and disposition when they were in charge of materials.	Materials were good because they enabled students to work in words meaning and spelling. Materials also helped students to analyze different element in the story (values, character description, teachings)
Students’ Responses to Activities	Activities were helpful for students to reinforce pronunciation, to review vocabulary and to correct vocabulary spelling, activities also enabled students to work on the story meaning to reflect upon the teachings of the story.	With the activities students could identify and recall the target vocabulary, and work on spelling. Hands-on activities and mimicry were especially helpful to reinforce pronunciation, word meaning, and to complement the telling time.
Vocabulary Learning	Students were able to recognize and link animals and objects in their context to the story. Students made use of English words while speaking in Spanish. While writing students mixed words writing with words pronunciation.	Students were able to repeat phrases of the story in English. Students remembered the words that were more repeated in the story, that were more significant for them or that were similar to a Spanish term.
Students’ Reaction Toward Story	Students had problems to follow the story at first but later they started to imitate and contribute to the story by adding commentaries about their versions and Teacher story version. Students also commented who they wanted to be like from the story and the reason for it.	Students were attentive while listening to the story. Ss. excitedly repeated out aloud phrases of the story and represented it with movements. They asked if they could hear the story again and again, some others said that they really liked the story before they left.
Discussing the Story	Students were shy to express and share their opinions or information to their classmates but encouraging Ss. to talk based on their knowledge over any topic related to the story was a good method to elicit commentaries from students.	Responses to questions, which asked about the story and vocabulary, helped Ss. to think/talk of more varied descriptions of the story aspects, such as characteristics of the characters in their context, the teachings in the story, empathy and values represented by people.

5.2 Implications

The findings discussed above may be a reference for teachers who want to implement indigenous stories in their classes as this investigation analyzed not only the components of these stories but students reactions to certain activities, the telling time, material as well as strategies to take into account during the planning of a lesson based in stories. The benefits that this investigation contributes to the primary school where the study took place is the promotion and conservation of this custom among the youngest ones. These stories could also be implemented in the Náhuatl language classes as the school is a bilingual primary school where there are speakers of náhuatl who come from indigenous backgrounds.

5.3 Limitations

The limitation faced during this investigation fell into two main categories, the contextual and theoretical one.

The contextual limitations were the lack of time to work with more stories, as I had to adapt to students schedule to program the lessons, in certain occasions classes were canceled so planning had to be changed, the study had to be completed in a short period of time therefore only two stories were presented for data collection

The theoretical limitations where related to the lack of literature related to indigenous stories and the oral tradition in Mexico. It was necessary to collect stories and opinions in regard to indigenous stories for their posterior analysis.

5.4 Recommendations for Further Research

As this investigation was focused in only one group I consider that it can take another course if it is applied in more advances groups in the school “Niños Heroes de Chapultepec” or if he stories are implemented in two same groups to compare which were the similitudes and

differences in children response while they worked with indigenous stories. I would also like to analyze how these stories could work in the Náhuatl language classes.

Conclusions

I consider that the research questions were answered throughout this investigation and that working in an indigenous community is one of the most exciting and comforting experiences.

I also consider that we should give the opportunity and include not only the learning of the target language culture but also that of our country especially of the languages and traditions that are being ignored and in some cases discriminated. Through indigenous stories students can learn about the folklore of the country were they are growing and learn values.

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APPENDIXES

APPENDIX 1

Observation Checklist

Date:

Time:

Question

SA Agree Neutral Disagree SD

- 1- Children were engaged with the story.
- 2- Children understood the vocabulary.
- 3- Children learned vocabulary through the story.
- 4- Children related the story to their context.

Comments

Observation Notes

What teacher did before, during, and after the story? What was the response of the children to the story?

Before

During

After






Response of the Children to the Story

Children' Progress in vocabulary learning through storytelling

APPENDIX 2

Evaluando la Historia

Marca con una cruz X la cara que exprese tu opinión

	Mucho	Medio	Poco	Nada
1- Me gustó la historia	<input checked="" type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
2- Se relaciona con mi vida	<input checked="" type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
3- Aprendí palabras nuevas a través de la historia	<input checked="" type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
4- Me gusta aprender con historias en la clase de inglés	<input checked="" type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

5- ¿Te cuentan historias en tu comunidad? ¿Quién?

6- Las palabras nuevas que aprendí fueron:

7- Lo que aprendí de la historia fue lo siguiente:

8- Lo más interesante fue:

9- Lo que menos interesante fue:

10: Lo que más se parece de la historia con mi vida es:

APPENDIX 3

The Legend of the Possum

A long, long time ago, men did not have fire. The weather was very cruel and they died of cold. The gods were the only ones that had fire, so men decided to send animals to steal the fire from the gods. Many animals (big, small, strong) tried to steal the fire but they all failed.

The Jaguar was the only animal that stole the fire but he was egoist and said "It is mine and I will not share it with anyone", so he was punished. He was yellow but when he tried to protect his fire he fell on it and burned his skin, his black spots are a reminder of his egoism. Time passed but animals did not obtain fire until the possum turn came, he was clever and when the gods were distracted he took the fire with his bushy tail and ran fast. He shared the fire with people but his tail was burned; that is why the possum does not have fur in his tail.

The Legend of the Bat

There was once a Bat who wished to have beautiful feathers like birds. To have beautiful feathers the Bat went to the sky and told to the creator "I want to have beautiful feathers and wings like the birds". The Creator said "Go to the earth and ask every bird to give you one of its feathers" After asking to the birds the bat dressed himself with the most beautiful and colorful feathers.

One day as he was very happy, he flapped his wings in front of the birds and created the rainbow, but its happiness changed to arrogance. The creator saw this and asked the bat to flap strongly. All his beautiful feathers fell and he was naked again. Since then he hid in caves and only leaves at night for the shame of humiliating all the birds.

APPENDIX 4

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

TEACHER: Natividad Constancio Basilio

INSTITUTION: Primaria “Niños Heroes de Chapultepec”

GRADE/GROUP: 2 “A”

LEVEL: Beginner

TIME: 30 minutes (Three sessions)

STORY: The legend of the Possum

AIM: Listen and become familiar with the vocabulary of a story.

Language: Nouns (animals/objects) and Verbs

PREPARATION
<ol style="list-style-type: none">1 Find/draw images of essential words in the story (Possum, Animals, People, Fire) to familiarize students with the vocabulary of the story before presenting it.2 Arrange seats in a U-shape to make the story time more comfortable for Ss. and T.
In Class
<p>Before the Telling</p> <ol style="list-style-type: none">1 Show one by one the pictures of the vocabulary in the story, pass these pictures to Ss for them to see and read what is in each of the pictures. Asks students if they have seen them before.2 Show the picture of the Possum and talk about it, getting Ss, to say whatever they can or by asking if they know something about this little animal so that information about it can be shared in the classroom, do the same with the picture of Fire (Ask Ss. to draw these two pictures and write down this information in their notebooks)3 Once Ss. finish their drawing, they will receive a set of pictures of things (scenes) that will happen during the story, they will be asked to order these pictures before the story. <p>During the Telling</p> <ol style="list-style-type: none">1 Students will hear a part of the story accompanied by illustrations of the story.2 With the pictures that were given previously, Ss. can now check if they put their images in the correct sequence.3 While they listen to the story Ss. will be asked to repeat parts of the story aloud and will have the opportunity to ask questions and comment. <p>After the Telling</p> <ol style="list-style-type: none">1 After Ss listen to a part of the story Ss. will be asked to retell the story by acting it to see what they understood of it, if they missed parts the story will be told again.2 After recalling the story a worksheet is going to be distributed among the students for them to answer it.

APPENDIX 5

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

TEACHER: Natividad Constancio Basilio

INSTITUTION: Primaria “Niños Heroes de Chapultepec”

GRADE/GROUP: 2 “A”

LEVEL: Beginner

TIME: 30 minutes (three sessions)

STORY: The Bat’s legend

AIM: Listen and become familiar with the vocabulary of a story.

Language: Nouns (animals/values).

PREPARATION
<ol style="list-style-type: none">1 Be sure to presents the vocabulary in the story beforehand so that students can have notion of it during the telling time.2 Arrange seats in a U-shape to make the story time more comfortable for Ss. and T.
In Class
<p>Before the Telling</p> <ol style="list-style-type: none">1 Before presenting the vocabulary of the story, start by doing a dynamic exercise with students. Ask Students to imagine that they are the main character of the story (bat) tell them to move their arms as if they were flapping, then to try whistling as if they were birds.2 After the movements give a worksheet to students in which they have to paint each of the images in it (bird, feather, wing, bat, sky, and rainbow), then present the meaning of these words in English and tell Ss. to paste the image in their notebook along their meaning.3 Each student will receive a finger puppet of the characters in the story so that each one of them can paint it and participate in the telling time with them. <p>During the Telling</p> <ol style="list-style-type: none">1- Students finish their puppets and the name of each puppet will be reviewed to2 Students will hear the story, some parts will be represented with mimicry, ask students to do as you do so when the bat or other characters in the story appear, they can use their puppets to follow the story. <p>After the Telling</p> <ol style="list-style-type: none">1 After the telling time, T. will paste in bond paper four questions about the story, with T. help students will be asked to guess what the meaning of each question is, then Ss. will be asked to write down a response to the questions and paste it on the paper.(Q1- What is a bat? Q2- What did he do? Q3- What happened to him? Q4-What did I learn?)2- A worksheet will be passed among student for them to identify the given vocabulary in a letters soup.

APPENDIX 6



APPENDIX 7

Worksheet

1- Match the images with the correct words and write their meaning in Spanish (Relaciona las imágenes con las palabras correctas y escribe su significado en español)



POSSUM

GOD

MEN

FIRE


JAGUAR

ANIMAL

2- Complete the following phrases with a word of the table (Completa las siguientes frases con una palabra de la tabla)

The  is _____ and _____.

The  is _____ and _____.

We  have to _____ like the possum and do not be _____ like the Jaguar.

CLEVER

STRONG

EGOIST

SMALL

BIG

SHARE

APPENDIX 8

Worksheet

1.- Complete the following phrases (**Completa los siguientes enunciados**).

The Jaguar was _____.

The Possum _____ the fire.

Animal were _____.

You have to _____. Do not be _____.

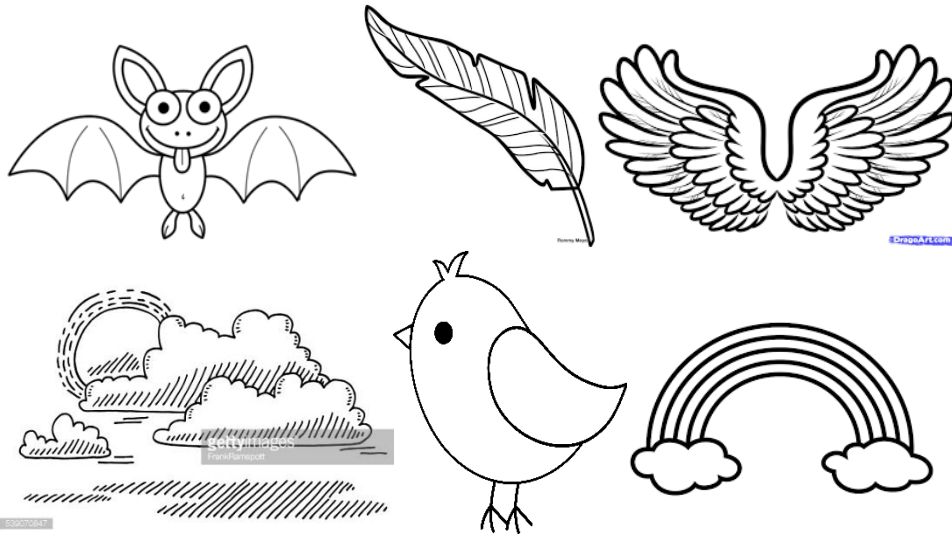
2. - Cut and paste together the words and images with the same meaning (**Recorta y pega juntas las palabras con el mismo significado**).

STRONG	TLACUACHE	
SMALL	COMPARTIR	
BIG	EGOISTA	
EGOIST	GRANDE	
SHARE	CHICO	
POSSUM	FUERTE	
FIRE	FUEGO	
JAGUAR	JAGUAR	

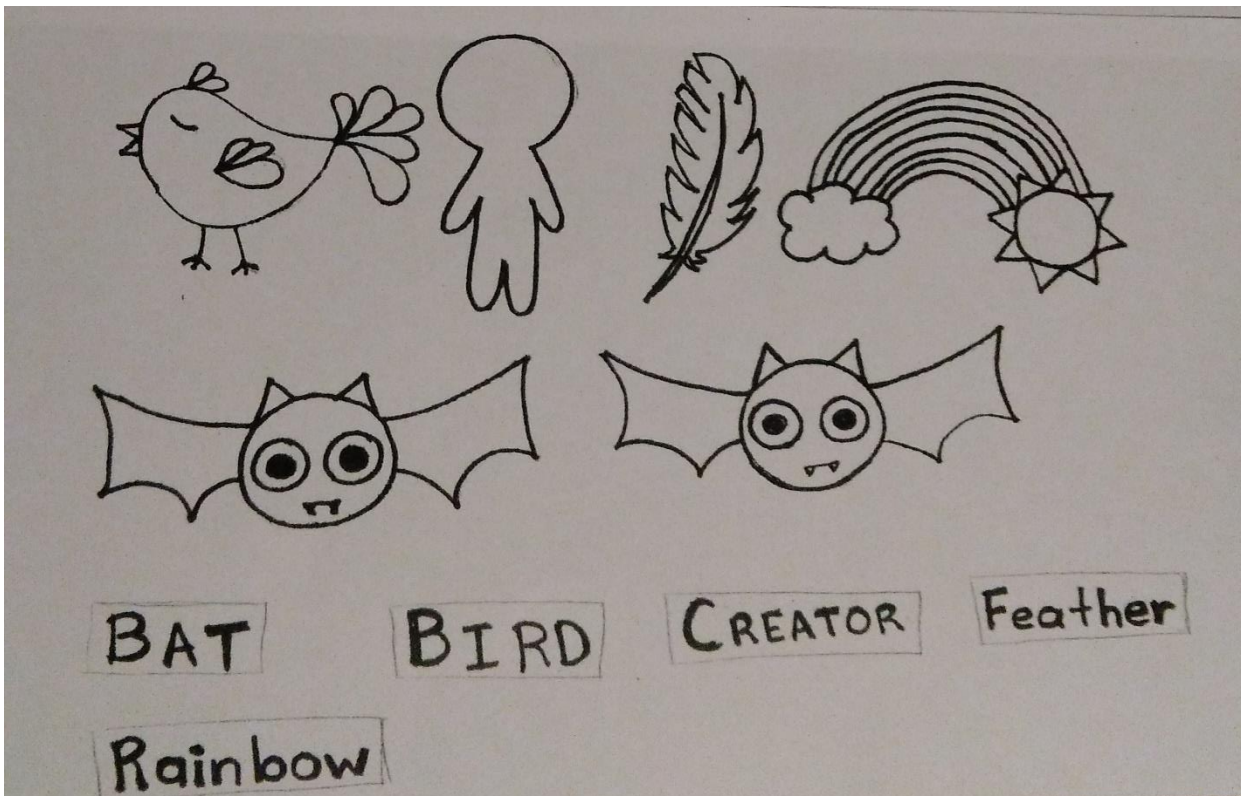
APPENDIX 9

Worksheet

Colorea y recorta las siguientes imágenes



Puppets Pattern



APPENDIX 10



APPENDIX 11

WORKSHEET

Find the word list and write down other words you can recognize in this alphabet soup. **Encuentra la lista de palabras y anota otras que puedas reconocer en la sopa de letras.**

MURCIELAGO _____

TLACUACHE _____

PÁJARO _____

JAGUAR _____

ARCOIRIS _____

CIELO _____

EGOISTA _____

FUEGO _____

S	K	Y	A	R	E	H	T	A	E	F
E	B	A	R	R	O	G	A	N	T	O
G	C	D	E	B	S	F	H	J	M	Ñ
O	S	K	P	I	G	T	V	Q	I	P
I	H	Ñ	F	R	E	H	R	S	P	L
S	A	J	R	D	Ñ	W	T	O	R	Q
T	R	X	A	U	Q	U	S	L	N	M
F	E	W	I	G	I	S	Y	K	R	G
I	Z	S	N	O	U	F	M	U	A	I
R	A	I	B	M	G	A	E	A	I	B
E	W	X	O	A	A	L	R	Z	L	O
B	E	U	W	E	B	A	T	I	O	L

