



**BENEMÉRITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS



**“ELT Teachers’ Beliefs about Storytelling and ICT in Primary School
Classrooms: Implications for Teacher Education”**

A Thesis Submitted to the Faculty of Languages for the Degree of

Licenciatura en la Enseñanza del Inglés

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“ELT Teachers’ Beliefs about Storytelling and ICT in Primary School Classrooms:
Implications for Teacher Education”

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Puebla

March, 2019

ACKNOWLEDGMENTS

This work was carried out during the years 2017-2018 at the *Facultad de Lenguas* from the *Benemérita Universidad Autónoma de Puebla*.

I owe my deepest gratitude to my thesis director Dra. Rebeca Elena Tapia Carlín. For letting me be in this project and without her continuous optimism concerning this work, enthusiasm, her advice, criticisms, encouragement and support, this study would hardly have been completed.

I express my warmest gratitude to my Professors of Research Seminar I and II, Mtra. Ma. Teresa Fátima Encinas Prudencio, and Mtra. Gicela Cuatlapantzi Pichón. Thanks for guiding me in a number ways during the classes, thanks for their patience and time.

I would also like to thank the readers for their time and support. Thanks to the teachers who participated in this investigation, for their time and willingness to make this project a success.

I am thankful with my family, my parents Eufemia and Miguel; my sisters Eulalia, Rosita, Marina, Karina, Miriam and Pilar; my brother Salvador, who always supported me, thanks for being when I needed you most, without your supporting and help this major would not be possible. I love you brother.

I am also thankful with my friends, my friend Diana, who has supported me in different ways, who has been with me during the major and during this process of my investigation, my friend Iridian Susana for sharing the best French classes ever, my friend Blanca Edith who always made me laugh, thanks for being my friends.

Finally, I deeply appreciate what all of you have done during this stage. There are not enough words to describe all this gratefulness.

With Love, Cristobal

DEDICATIONS

Este trabajo lo dedico a Dios y a la vida por haberme permitido todo este tiempo poder concluir satisfactoriamente mi carrera y haberme permitido estudiar en la Benemérita Universidad Autónoma de Puebla la Licenciatura en la Enseñanza del Inglés.

Quiero dedicar este trabajo a mis padres Eufemia y Miguel que me han brindado su apoyo incondicional en todo momento, quiero decirles que sin ellos esto no podría ser posible, que los amo con todo mí ser y me siento muy orgulloso de tenerlos conmigo.

A todas mis hermanas. A Lalis por ser como una segunda madre y brindarme su apoyo en cualquier momento. A Marina, Karina, Miriam y Pilar por darme ánimos en los momentos más difíciles y estar conmigo en esta etapa de mi vida. A mi hermana Rosita, que estoy seguro que desde el cielo siempre estuvo apoyándome.

A mi hermano Salvador. Estoy totalmente agradecido contigo hermano, gracias por apoyarme en cada momento que te lo podía, gracias por preocuparte por mí y estar al pendiente en todo momento. Debo mencionar que sin tu ayuda esto no hubiera sido posible y no sería la persona que soy ahora. No me alcanzará la vida para agradecerte todo lo que hiciste por mí. Te amo Hermano.

A mis amigas Diana, Iridian Susana y Blanca Edith por brindarme su valiosa amistad y estar conmigo en los momentos más difíciles y alegres en esta etapa de mi vida. A mi Padrino, el maestro Jorge Antonio Vidal Arguello por ser una inspiración y un ejemplo a seguir. Finalmente, a mi demás familia y conocidos que alguna vez me dieron ánimos para seguir adelante, a todas aquellas personas que se cruzaron en mi camino durante el proceso de mi carrera y que de alguna manera me han enseñado valores como la amistad y el amor.

Con Cariño, Cristobal Sanchez Montiel

ABSTRACT

When teaching English it is important to explore the teachers' beliefs which underline the teachers' actions in the classroom. "Information, attitudes, values expectations, theories and assumptions about teaching and learning that teachers build up over the time and bring with them to the classroom" (Richards, 1998, p. 66). This research aims are to explore, describe and classify ELT English teachers' beliefs about storytelling and ICT in primary school classrooms. The Methodology used in this study was qualitative. An interview and a questionnaire were applied in order to collect the data. Data revealed that ELT teachers have different beliefs about storytelling and ICT in primary school classrooms which were analyzed and classified into categories to be presented. The findings of this study showed that teachers believe that the use of storytelling in primary school classrooms is very beneficial because it improves a) listening and speaking, b) pronunciation, c) writing, d) vocabulary, e) develops imagination. These teacher mentioned how they choose a story, the materials and the activities implemented when the use storytelling. Next findings are related to teachers' beliefs about ICT in primary school classrooms. ELT teachers mentioned that ICTs are: a) essential, b) useful, c) ICT facilitates teaching and learning, d) ICT helps to get information and materials, and e) ICT helps to understand the English classes. The findings of this study may prove useful for ELT teachers who work in primary schools. Also this study provides information that can be applied in the classroom, lesson planning, material, activities and technology in education.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the Problem

Stories have been part of our lives because we always have a story to share, but also, stories have been part of education. Hamilton and Weiss (2005) argued that storytelling is the oldest form of education. People around the world have always told tales as a way of passing down their cultural beliefs, traditions, and history to future generations. Why? Stories are at the core of all that makes us human (cited in Coskie, Trudel, & Vohs, 2010, p. 1). Stories are always fun, children enjoy learning with fun activities. Rixon (1980) mentioned, “young children learn better through play or at least can be induced to go along with teaching that is tempered by ‘fun’ activities” (cited in Brumfit, Moon & Tongue, 1997, p. 33). Hence using storytelling can build a good atmosphere in the classroom and good for children. Children enjoy listening stories because stories offer a whole imaginary world in which children can imagine what they see, what they listen to and what others read. The use of stories help children to link fantasy with the real world immediately. Bas (2008) argued that “Storytelling helps children to link fantasy with the real world. Moreover, most children are familiar with most of the stories, so they work with familiar contexts when they work with stories” (cited in Hsu, 2015, p.16).

Teachers have faced new challenges in Education during the 21st century. One of these challenges is to use technology with knowledge of pedagogy to teach content and skills with a student centered approach (Nelson, Christopher & Mims, 2009, cited in Aslan & Zhu, 2016, p. 359). The influence of Information and Communication Technologies has increased the effectiveness in education with children. Hlásná, Klímová, and Poullová (2017) argued, “At present, modern information and communication technologies (ICT) penetrate in all spheres of human activities,

including education, in order to increase effectiveness and quality of teacher's work. In fact, ICT are now an inseparable part of children's lives" (p. 681). In addition, the integration of Information and Communication Technologies into teaching and learning process which has made a rapid development of this field. The rapid development of emerging technology such as web technology, ICT integration has increasingly attracted the attention of educators. The integration of information and communication technologies can help teachers and students to improve and develop the quality of education by providing curricular support in difficult subject areas (Gulbahar & Guven, 2008, cited in Gebremedhin & Fenta, 2015, p. 115).

1.2 Project Rationale

When teaching English it is important to explore the teachers' beliefs which underline the teachers' actions in the classroom. Richards (1998) highlights belief systems as a primary source of teachers' classroom practices – the information, attitudes, values, expectations, theories and assumptions about teaching and learning that teachers build up over the time and bring with them to the classroom (p.66). Furthermore, the integration of technology has played an important role in the classroom and has made that teachers have different beliefs about their students and about technology. Parr (1995 as cited in Chamorro and Rey, 2013, p. 53) stated, "The way teachers use and feel about using computers in their classrooms is influenced by both their beliefs about computers and the role of computers as well as their general educational beliefs".

1.3 Significance of the Study

The results of this paper will provide a better explanation about using storytelling in primary school classrooms as well as how to choose it, activities, materials implemented by ELT teachers. Also it will provide some results about using

information and communication technologies (ICT) in primary school classrooms in order to understand ELT teachers' beliefs about ICT in education and for telling stories.

1.4 Theoretical Context of the Research

The theoretical areas related to this research are the following: storytelling referred to its definition, how to choose a story, activities, materials implemented by teachers in their English classes. Beliefs discussed to those perceptions, assumptions, judgments, opinions that a person has towards something. Teachers' beliefs are crucially important to understand how these teachers see and understand their environment and profession with the use of storytelling. Then, definition of ICT, as well as its role in teacher education and benefits. Finally, previous studies on storytelling and ICT are presented in the last theoretical area of this research. This research's aims are to explore, describe and classify primary English teachers' beliefs about storytelling and ICT with children in the classroom (see Chapter II for more details).

1.5 Location of the Research

This research was carried out in Central Mexico, in public and private primary schools. To carry out this investigation four ELT teachers were asked to participate. These teachers work in primary schools and teach English in this part of Mexico (see Chapter III for more details).

1.6 Aims

This research examined ELT teachers' beliefs about storytelling and ICT in primary school classrooms. So, it was important to understand what teachers believed on these fields. Thus, the main aims of this research were to explore, describe and classify ELT English teachers' beliefs about storytelling and ICT in primary school classrooms.

1.7 Research Questions

RQ1: What do ELT teachers think about storytelling in primary school classrooms?

RQ2: How do ELT teachers use storytelling in the classroom?

RQ3: What do ELT teachers think about ICT in primary school classrooms and when telling stories?

1.8 Chapter summary and thesis overview

As stated above, in Chapter I the aims and the research questions are mentioned. In Chapter II the theoretical considerations of the present research are presented. In the chapter III the methodology used to analyze the data is explained. In the same way, the context of the investigation is detailed. In Chapter IV the results are discussed. Finally, the conclusions and proposals are presented in Chapter V with the intention of having further research on this topic.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter presents a set of topics and studies which are focused on ELT teachers' beliefs about storytelling and ICT in primary school classrooms. First, it describes the theory of storytelling as well as definition, reasons, how a story is chosen, activities, materials and benefits using storytelling. Second, it explores beliefs, teachers' beliefs and their role in the classroom. Then, it describes the ICT, its role in teacher education and benefits. Finally, it presents previous studies on storytelling and ICT.

2.1 Storytelling

There are different definitions of storytelling, some researchers have given their own definitions of this term (e.g. Gere, 2002; Delette, 1997 cited in Abdulla, 2012; Barzaq, 2009 cited in Samantaray, 2014) which emphasize that storytelling is the oral interpretation of a story for specific audiences. In addition, Serrat (2010) stated, "Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights" (cited in Hsu, 2015, p. 16).

Furthermore, Roney (1996, p. 7) defines "Storytelling as a process where the person (the teller), using vocalization, narrative structure and mental imagery, communicates with the audience who also use a mental imagery and, in turn, communicative back to the teller primarily through body language and facial expression in an ongoing communication cycle".

This thesis is based on this last definition mainly because it underlines body language and facial expression in an ongoing conversation.

2.1.1. Reasons to Use Storytelling with Children in English Classes

Some researchers have supported that storytelling is very helpful to engage and encourage children's attention to the English class. Wright (1995) emphasized that stories offer children a continuous source of language experience, inspire and enrich the language in a reasonable way (p.6).

In addition, Wright (1995) suggested some of the most important reasons why stories should be used in children's classes:

1. Motivation: Children have a constant need for stories and they will always be willing to listen or read.
2. Meaning: Children want to find meaning in stories. If they find meaning through their ability to understand, and are motivated to try to improve their ability to understand even more.
3. Fluency: It is based on a positive attitude to not understanding everything, they predict and guess. Fluency is based on positive attitude to 'having go' with the language one knows and not being afraid of making mistakes. It is also based on constructing meaning with limited language.
4. Language awareness: Stories help children to become aware of the general 'feel' and sound of the foreign language. Stories also introduce children to language items and sentence constructions without their necessarily having to use them productively.
5. Stimulus for speaking and writing: The experience of the story encourages responses through speaking and writing.
6. Communication: Listening and reading stories and responding to them through speaking and writing, drama, music and art develop a sense of being and having an audience and of sharing and collaborating.

7. General curriculum. Most stories can be used to develop the children's power of awareness, analysis and expression, as well as relating to other aspects of the curriculum such as cultural and social studies, geography, history, mathematics, and science. (pp. 6-8)

In addition, Ellis and Brewster (1991) provided further reasons why teachers use stories in their classes:

a) Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. b) Stories exercise the imagination. This imaginative experience helps develop their own creative powers. c) Stories are a useful tool in linking fantasy and the imagination with the child's world. d) Listening to stories in class is a shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement, encourage social and emotional development. e) Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. f) Listening to stories allows the teacher to introduce or revise new vocabulary and sentences structures. g) Listening to stories develops the child's listening and concentrating skills via: visual clues (pictures and illustrations), their prior knowledge of how language works, their general knowledge. (pp. 1-2)

2.1.2 Choosing a Story

When English teachers start using stories in their teaching, in their classrooms, they should know that the stories will be for the students. Therefore, teachers should consider some aspects before using stories; such as the conditions of their students, their experiences and also their language level. It is very important to choose stories according students' need and students' language level, so that students feel more

comfortable with stories.

Wright (1995) underlined that stories must be chosen what children can understand, enough, enjoy and stories that can enrich the language, but overall, stories should be appropriate for the children and they should have a relationship for the occasion and with other things that teachers are doing with children (pp. 14-15).

Furthermore, English teachers should consider characteristics of using stories with children. Steinbeck (2008, cited in Mart, 2012, p. 102) lists five characteristics of using stories with young learners as:

- a.) Stories should be action oriented.
- b.) Stories should be personal (the use of familiar characters, the pre- and post- activities should make use of the personalization technique.
- c.) Stories should not be too detailed, both in terms of the story and the visuals used;
- d.) Stories should allow for context extension.
- e.) Stories should use comprehensible input (the language that is at the right cognitive and linguistic level) so that the input is more structured.

According to Cameron (2001), a good story is one that listeners or readers can enjoy. Quality stories have characters and a plot that engage children, often the art work is as important as the text in telling the story, and they create a strong feeling of satisfaction when the end is reached (p. 166).

In addition, characters of stories also play important role in a successful teaching and learning process. Stories should have a simple and interesting plot or a surprise ending, this will help that children can remember and enjoy the story (Rokhayani, 2018, p. 35).

2.1.3 Storytelling – Based Activities

Many authors agree to provide different activities for children using storytelling, these activities they must be chosen depending on the children's age and their level of

English. Dujmović (2018) supported a list of activities based on storytelling:

1. Ask comprehension questions carefully. If a story is followed immediately by a barrage of comprehension questions, its artistic value is lost and storytelling suffers.
2. Invent exercises in phonetics, semantics, and syntax. There is no limit to the language exercises that can be based on a story: introduction of new vocabulary in lexical sets, rhyming sets, or grammatical sets; verbal practice and grammatical analysis of repeated phrases.
3. Do listening activities. After a tale, listeners can demonstrate comprehension by: comparing, discriminating, predicting, sequencing, classifying, transferring information, etc. Unlike other listening activities, stories are often repeated, but never in exactly the same words.
4. Do oral activities. Choral reading, story fill-in, add-on stories, building a tale from key words, etc., are all options. Discussion topics can be taken from the story's themes. Students can retell their favourite tales, or invent stories based on their own personal experiences.
5. Do written activities. Rewriting, summarizing, or paraphrasing a tale are obvious and worthwhile activities. Written exercises can include controlled writing dictation and cloze paragraphs, guided writing (sentence extension or sentence-combining exercises), or free writing using the tale as a literary model. Other options include: journal writing, research projects, making up original stories patterned on stories told to the group, and writing a poem or a play version of a story.
6. Do visual activities. Story-related artwork can include: posters, models, collages, crafts, masks, puppets, mobiles, photos, picture stories, blackboard

drawing, etc. Stories are part of aesthetic education and develop creativity.

7. Do creative drama activities. There are many story games to play. Stories naturally lend themselves to be dramatized, mimed, or role–played. Prepared dialogs from tales can be recited, or students can tell or retell stories they choose or make up themselves.

8. Organizing a book corner. Most primary school classrooms have a book corner where pupils can read books of their own choice and at their own pace. Once a story in English has been completed in class, it is a good idea to put extra copies of the book in the book corner. This will provide an introduction to the written word in English. Furthermore, as the child will have memorized much of the story, he or she will be able to make the connection between what he or she has heard and memorized and what he or she sees written and illustrated on the page. A stimulating book area will also promote a positive attitude towards reading and create enthusiasm among children for books. (pp. 85-86)

2.1.4. Storytelling Materials: Visual Aids

When teachers start using storytelling, they need to use materials or visuals to help their students to understand the story. The use of these visuals is very important to get children’s attention, comprehension and enjoy the story. Ellis and Brewster (1991) supported a list of suitable visuals to use when telling the story for the first time:

1. Real Objects: These can add an air of authenticity to the story and are one of the easiest ways of making the details of a story accessible to all children.
2. Puppets: Puppets are especially useful for younger children and can be used by the teacher when telling the story for the first time and in later lessons by the children to produce short dialogues or when retelling the story themselves.
3. Pictures and Games: These can be mounted or covered in plastic film to make

them durable. When using pictures make sure they are large enough for all the class to see and use afterwards, individually or in small groups. You might like to produce line drawings of different characters or scenes that you can reproduce for classroom practice.

4. Movable Pictures/Magnet boards: There are many advantages in having movable pictures, especially in stories with repeating sequence. Here the effect is more dramatic if the scene can be gradually built up before the children's eyes. With a commercially produced magnet board or a sheet of clean metal, pictures can be attached to the metal background with magnetic tape stuck on to the back of the picture. These visual aids are especially useful for the children to use in groups when retelling the story.

5. Masks: These can be made by the children, using faces drawn on paper bags and then put over their heads; or faces cut out and mounted on a stick to hold in front of the face or attached to the head with elastic. These are useful for children to create their own dialogues, use for miming activities, retell the story or create new stories.

6. Written Captions/Speech Bubbles: Speech bubbles mounted on to the card can be shown when recapping a story or for pupils to use in small groups. A group task might be to match pictures of characters with the appropriate speech bubble. Writing captions can also be used for picture-matching exercises, sequencing or classifying activities.

7. Aural Support: Some of the stories in this book are recorded on the accompanying cassette. This can be used as a model for the teacher when telling the story and for the pupils to listen to afterwards. This is useful for children working independently in small groups. (pp. 70-71)

2.1.5 Benefits of Storytelling

Storytelling in the classroom is used by teachers to share culture, personal information and sometimes to develop some skills. Storytelling has many benefits for Teaching English to Young learners. Parr and Campbell (2007) state that storytelling is a powerful tool to improve students' writing because it provides "opportunities to identify important details and dialogue, understand and recall stories and story elements, and practice oral language skills such as vocal expression and exaggeration (cited in Keshta, 2013, p. 18).

Another benefit of storytelling is that it gives the opportunity for students to expand their vocabulary. As Abdula (2012) stated, "Storytelling gives an opportunity for students to expand their vocabulary as they decode the meaning of words, focused on the context of the story they hear or read" (p. 29). In addition, Cooper, Collins, and Saxby (1992) and Elley (1989) found that children expand their vocabulary in regular story listening experience because of a broad range of words they encounter through stories and the ways the vocabulary is presented (cited in Huang, 2006, p. 57).

Furthermore, storytelling has benefits in other fields. Wojciechowicz (2003) argued storytelling improves students' understanding of grammar and literary devices as they see them within a story (cited in Abdula, 2012, p. 29). Furthermore, Huang (2006) added, "in terms of grammar learning, storytelling may serve as a steppingstone to the learning of syntax as it demonstrates grammatical and syntactic features in meaningful context" (p. 57).

Moreover, some researchers included that storytelling comprises some skills at the same time. Morgan and Rinvoluceri (1983), Hendrickson (1992), cited in Bordine and Hughes (1998) argued that teachers use stories to exercise activities in listening, written comprehension, speaking and grammatical points to afford the language

acquisition through the input (pp. 21-23).

In short, the use of storytelling in the classroom helps to develop children's imagination, and speaking, writing, reading and listening skills.

2.2 Beliefs

Everyone constructs a set of beliefs based on his or her own experience or what she or he thinks about something. This section presents background information about definitions of beliefs, teachers' beliefs and their role in the classroom.

Defining briefly the concept of "beliefs", Sahin, Bullock and Stables (2002, p. 373) suggest the idea of belief which may refer to "perceptions, assumptions, implicit and explicit theories, judgments, opinions, and more". Other authors explain the concept as an idea held by someone. Borg (2001) points out that "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior" (cited in Xu 2012, p. 1397). Now, describing the complexity of defining the concept "beliefs", Pajares (1992) affirms:

Defining beliefs is at best a game of player's choice. They travel in disguise and often under alias—attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, to name but a few that can be found in literature (cited in Rivera & Pérez, 2015, p. 78).

In addition, Stephens et al. (2000) added that there are four ways that individuals fixate beliefs: believing what one wants to believe (tenacity), believing what someone else has said is true (authority), believing what one always has and which seems

reasonable (a priori) and believing what one has tested out through investigation (scientific method) (cited in Diaz, Alarcon & Ortiz 2015, p.172).

2.2.1 Teachers' Beliefs

Relevant information about teachers' beliefs are presented in the next paragraphs. Teachers' beliefs come from the experiences that they have in the classroom. Xu (2012) thinks that "teachers' beliefs result from the teacher's self-instruction, which is accumulated from social history and culture, personal experience and education" (cited in Kensen, 2013, p. 1398). Furthermore, Fenstermacher (1994) states, "objectively reasonable belief is an acceptable form of knowledge within the context of educational practice" (p. 24).

Some researchers "teachers' beliefs" have defined deeply this term as Kagan, (1992) as cited in Abu-Jaber, Al-Shawareb and Gheith, (2010, p. 66) which claimed that teachers' beliefs are implicit assumptions about students, learning, classrooms, teaching, curriculum, pedagogy and education program. In addition, Calderhead (1996) as cited in Yook, (2010, p. 13) claims that there are five main areas in which teachers hold significant beliefs:

a) teachers hold strong beliefs about their students and how they learn, and these beliefs are likely to influence how they teach and interact with their students and what kinds of activities they provide in class, b) teachers hold varying beliefs about the nature and goals of teaching, c) teachers hold beliefs about a subject (e.g., English), about what English education is about, d) teachers also have beliefs about learning to teach, e) teachers tend to hold quite consistent beliefs about themselves, particularly in relation to the role of teaching. These beliefs about their roles as teachers may significantly influence the style of classroom management or the kind of classroom activities teachers prefer.

Teachers' beliefs are linked on what teachers expect from their own teaching, their students, learning, and education. Beliefs are connected with the environment where teachers work in.

2.2.2 The Role of Teachers' Beliefs in the Classroom

Beliefs influence in teachers' decisions making and actions in the classroom. Some researchers like Harste, Woodward and Burke (1984); Hampton (1994); Shavelson and Stem (1981) (cited in Richards, 1988) mentioned some aspects of classroom practice which reflect teachers' beliefs: a) teaching approaches (teacher-centered or learner-centered, monolingual or bilingual, focus on fluency or focus on accuracy, etc.) b) types of materials (locally-produced, authentic materials, students-generated texts, multimedia, etc.) c) types of activities (presentation, discussion, pair work, group work, games, role play, etc.) (cited in Zacharias, 2005, p. 25).

On the other hand, Kuzborska (2011) also stated that "teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in" (p.102). In addition, Pajares (1992) noted that teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. Teachers' beliefs are central to determining their actual behavior towards students. If teachers can identify the level of students' capabilities, they will try to select and adjust their behavior and instructional choice accordingly (as cited in Xu, 2012, p. 1397).

Teachers' beliefs are constructed and reconstructed constantly from a classroom or from a teacher's experience. Xu (2012) emphasized that beliefs rise directly from the teachers' own experience and from their cultural transmission: enculturation, education,

and schooling (p. 1398).

As stated above, beliefs influence the way we understand and see the world, beliefs will often depend on the people's experiences and those experiences will be true or not depending of the person who holds them.

2.3 Information and Communication Technologies (ICT)

The term "Information and Communication Technologies" (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes technologies such as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with technologies, such as videoconferencing, e-mail, and blogs (UNESCO, 2007).

2.3.1 Information and Communication Technologies (ICT) in Teacher Education

Introducing ICT as a tool to support the education sector has become, within a very short time. As cited in Sarkar (2012, p. 32) the widely well-known Dakar Framework for Action recognizes that, 'these technologies (ICTs) have great potential for knowledge dissemination, effective learning and the development of more efficient education services'.

Some authors have argued ICT should be implemented in Education. Bhattacharjee and Deb (2016) argue that the classroom is now changing from the traditional one. Now teachers as well as students participate in classroom discussion and it is based on child centered education. So the teacher should prepare to cope up with different technology resources for using them in the classroom for making an interesting teaching-learning. ICT has enabled better and swifter communication; presentation of

ideas more effective and relevant way. It is an effective tool to get information from multiple sources and they are now more informed than before. So for this reason ICT is very much necessary for Teacher Education (p. 6).

Sarkar (2012) added that enhancing and upgrading the quality of education and instruction is a vital concern, predominantly now with the spread and development of education. ICTs can improve the quality of education in a number of ways: it fires students' enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training. ICTs are also tools which enable and bring about transformation which, if they are used properly, can encourage the shift of an environment which is learner centered (p. 33).

2.3.2 Benefits of Information and Communication Technologies (ICT) in Education

The use of ICT in Education has brought some benefits and UNESCO (2007) contributes that ICT offer the potential to: a) make education more accessible, using ICT to make education increasingly free on the constraint of distance, and make education easier and cheaper to access, b) improve the quality of education, use of ICT can change the ways we teach and learn – to bring about better learning outcomes (p. 6).

Bhattacharjee and Deb (2016) added a list of benefits on using ICT:

1. ICT helps teachers in both pre-service and in-Service teachers training.
2. ICT helps teachers to interact with students.
3. It helps them in preparation their teaching, provide feedback.
4. It also helps in effective use of ICT software and hardware for teaching – learning process.
5. It helps in improve Teaching skill, helps in innovative Teaching.
6. It helps in effectiveness of classroom.
7. It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher

Trainees. 8. ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching. 9. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life. (pp. 4-5)

2.4 Previous Studies on Storytelling and ICT

Recently studies have shown the importance that storytelling has in the classroom. Storytelling is beneficial for improving children's language development (Sulistiawaki, 2014). Some studies related to the use of storytelling with children have been found to be relevant. This study used a qualitative method conducted by Sulistiawaki (2014). The aim of this research was investigating the relationship between the teachers' beliefs and their practices in using storytelling to teach English in kindergarten schools.

Sulistiawaki (2014) conducted her research by structuring an interview. The researcher applied interviews which were conducted in their teacher's mother tongue, and were recorded. Data was gathered through a structured interview with several steps to conduct the interview: designing questions, arranging the schedule with the interviewees, preparing an audio recorder, piloting, and transcribing the interviews.

There were mainly two findings. The first was about using storytelling in the classroom and the aspects to be considered were: language use, what story they chose, the media they used; and how to deliver a story. The participants said they chose the story focusing on two main characteristics of the story; a) good or positives examples for children, and b) simple language use. When asked about the resources or visual aids used when telling a story they mentioned; puppets, flashcards, storybooks, pictures. The

last point was about how to deliver a story. The teachers who were interviewed explained that they interact with children when they tell a story. The second important finding showed the benefit of storytelling based on the results from the interviews. The teachers mentioned some benefits: storytelling stimulated children's creativity, and enhanced children's imagination, children learned a lot of vocabulary through listening to stories, and motivate students in learning.

Sulistiawaki (2014) conducted this study to raise teachers' awareness of the relationship between their classroom practice and their beliefs, so that this study only investigated how the classroom practice reflects the teacher's beliefs on using storytelling with their students based on their own beliefs.

Jimoyiannisa and Komisb (2007) have also conducted studies about the use of ICT in education and their study examines teachers' beliefs about ICT in education: implications of a teacher preparation program. The purpose of the research was to examine current teachers' beliefs and attitudes towards information and communication technologies (ICT) in education. A survey was used as an instrument and total of 1165 primary and secondary education teachers participated in the study, immediately after having taken a training program on basic ICT skills. The authors' results showed that the majority of the teachers in the sample have positive attitudes towards the training program they attended, and the important role that ICT can play in education and the integration of ICT in the educational process. The authors' findings also revealed some parameters that interfere negatively when making teachers cautious of or skeptical about ICT integration in educational practice. Multivariate analysis identified three groups of teachers that exhibited a consistent approach: a group of teachers having positive attitudes towards the items of the research, a second group with negative attitudes and a third one with neutral beliefs about ICT in education. Moreover, the authors' analysis

extracted significant information on the profile of the teachers within each of the three groups. They found that personal factors (subject matter, teaching experience and gender) are strongly associated with the beliefs and perceptions teachers hold about ICT in education.

These two studies presented above show the importance that storytelling and ICT have in the English language classrooms and the role that teachers' beliefs and perceptions both plays on storytelling and ICT. Furthermore, these studies are relevant to this study *ELT Teachers' Beliefs about Storytelling and ICT in Primary school classrooms*.

2.5 Conclusion

This chapter has introduced overview on issues related to the use of storytelling and ICT with children in the classroom. Some storytelling definitions were presented as well as reasons to use stories, how a story is chosen, activities done, materials teachers use, and storytelling benefits. The discussion about beliefs, teachers' beliefs and their role were introduced. Then a definition of ICT and the role of ICT in Education were showed as well as its benefits. Finally, previous studies on teachers' beliefs storytelling and ICT which have a relation with this study were explained.

The study based on these theoretical and contextual frameworks continues in the following chapter by exploring primary English teachers' beliefs about storytelling and ICT with children in the classroom. The methodology will be presented and explained in the following chapter.

CHAPTER III: METHODOLOGY

Introduction

This chapter presents the setting, the participants, methodology and the instruments used along this research. Finally the data collection and data analysis are described.

3.1 Setting

This research was carried out in Puebla in a city of central Mexico. Three teachers teach in private primary schools and one teaches in a public school. These schools have English as a subject and each school has a different textbook to carry out the English course, teachers follow the curriculum, and they implement storytelling and use ICT in their classrooms.

3.2 Participants

The participants in this study were ELT teachers. These teachers use storytelling in primary school classrooms as a technique or as a tool to teach English and they have started using ICT in their classrooms. The participants were two females and two male teachers from public and private schools in central Mexico. They studied English Language Teaching, two teachers are undergraduate students, one is a graduate student and the last one has a master in Education, they have taught English from two to seven years. They were called as Teacher A, Teacher B, Teacher C, Teacher D.

Table 1 shows the ELT teachers' profiles which explains with more details the profile of each participant for this study taking into account gender, teaching experience and educational background.

Table 1. ELT Teachers' Profiles

Total ELT Teachers	Teachers	Gender	Teaching Experience	Education Background
4	Teacher A	Female	2 years	ELT Undergraduate Student
	Teacher B	Male	7 years	MA: Education
	Teacher C	Male	4 years	ELT graduate Student
	Teacher D	Female	3 years	ELT Undergraduate Student

3.3 Research Methodology

This study is conducted through a qualitative research because it was focused on teachers' beliefs. Denzin and Lincoln (2005) define that "qualitative research consists of a set of interpretative, material practices that make the word visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self" (cited in Creswell, 2007, p. 36).

Therefore, this investigation is a case study because it pretends to explore the beliefs through a group of participants. "Case study comprises an intensive study of the background, current status, and environmental interactions of a given social unit: an individual, a group, an institution, or a community" (Brown & Rodgers, 2002, p. 22).

3.4 Instruments

The aims of this investigation were to explore, describe and classify ELT teachers' beliefs about storytelling and ICT in primary school classrooms. Thus, it was necessary to administer two instruments, an interview and a questionnaire to collect the main data.

3.4.1 Interview

The interview is designed to explore what ELT English teachers believe about storytelling in primary school classrooms. According to Patton (1990) the purpose of interviewing is to find out what is in and on someone else's mind. We interview people to find out from them those things we cannot directly observe. This author has classified the interview into three kinds: 1) the informal conversational interview, 2) the general interview guide approach, 3) the standardized open-ended interview (p. 278).

Therefore, the instrument administered for this research was a standardized open-ended interview. According to Patton (1990) "The standardized open-ended interview consists of a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words" (p. 280). The interview for this research had twelve open-ended questions, which were asked in the same order to explore widely what teachers believe about storytelling (see Appendix A).

3.4.2 Questionnaire

Questionnaires are instruments to collect data by respondents. Kumar (2011) states "a questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers". In this study, a questionnaire was designed and then uploaded to Google Forms, which pretends to explore ELT teachers' beliefs about ICT and for telling a story in the classroom (see Appendix C).

3.5 Data Collection Procedure

The collection of the main data was not an easy task since it was difficult to find the participants. There were several steps to conduct the research instruments.

The first instrument administered was the interview. This instrument was designed to explore ELT teachers' beliefs about storytelling. Second, the interview was revised and restructured in an accurate and understandable way. The third step was piloting. So, two participants were selected for this piloting process. The result of piloting some questions needed to be deeper. After piloting the interview, I contacted the four teachers that I have for this investigation. The schedule and place for the interview was discussed personally until everybody agreed. Then, the four teachers from primary schools located in Puebla in a city of central Mexico were interviewed and the data were recorded to be analyzed later on.

The questionnaire was designed in Google Forms to explore ELT teachers' beliefs about ICT when telling a story in the classroom and the instrument was revised by the thesis director. The next step was to contact the same participants to answer the questionnaire. Finally, the link of the questionnaire was sent via email to the same participants.

3.6 Data Analysis

After all data was collected, the information from the instruments was analyzed. In the first stage, the audio recordings of the interviews was examined individually in order to transcribe the interviews answers. Then, the transcripts were written down on Microsoft Word to be analyzed carefully (see Appendix B). When the information gathered from the all transcripts was analyzed, it was necessary to make codes in order to categorize all the data. The collected data were categorized to reflect ELT teachers' beliefs about storytelling in primary school classrooms. In the second stage, data from questionnaires was analyzed in order to find out the beliefs that these ELT teachers have about ICT in the primary classrooms. After analyzing the questionnaire answers, the results were presented in tables and graphics using Microsoft word.

3.7 Conclusion

In this chapter the setting, the participants and the research methodology used in this study are described. The data procedure and the data analysis were explained in order to collect and analyze the data. All the collected data has been essential to explore ELT teachers' beliefs about storytelling and ICT in primary school classrooms. In the following chapter the main study findings with all details will be shown.

CHAPTER IV: FINDINGS

Introduction

This chapter presents the study's findings regarding first ELT teachers' beliefs about storytelling in primary classrooms. Secondly, the findings were related to ELT teachers' beliefs about the use of storytelling in which the participants explain how they choose a story, what materials they do and what materials they use when they use storytelling in English classes. Thirdly, the following findings are focused on ELT Teachers' Beliefs about ICT in primary classrooms. Finally, findings are presented about using ICT when telling stories in the classrooms.

4.1 Research Questions

RQ1: What do ELT teachers think about storytelling in primary school classrooms?

RQ2: How do ELT teachers use storytelling in the classroom?

RQ3: What do ELT teachers think about ICT in primary school classrooms and when telling stories?

4.2 ELT Teachers' Beliefs about Storytelling in Primary School Classrooms

This section discusses the teachers' beliefs about storytelling. The results of this study show that teachers hold a definition of storytelling. The four definitions are presented in the following excerpts:

Teacher A: Storytelling is the use of stories in which the teacher or the teller tells the story with different movements, voice, and intonation for a specific audience.

Teacher B: Storytelling is a performing art and it is based on using the language as a tool to increase all of the vocabulary which is essential for storytelling at any level and it helps you to put in context the words and the curriculum

planning whatever you want to teach.

Teacher C: Storytelling is an easy way to learn English, like reading short stories, fairy tales and so on.

Teacher D: Storytelling is to share a story and even an anecdote. It is to narrate a story instead of read it because it is more emotional to narrate a story.

Then, all the participants believed that storytelling is beneficial for children. Table 2 shows the beliefs that these teachers have about storytelling and support a list of benefits about storytelling.

Table 2. ELT Teachers' Beliefs about Storytelling

4.2.1 Listening and speaking
4.2.2 Pronunciation
4.2.3 Writing
4.2.4 Vocabulary
4.2.5 Language in Context
4.2.6 Imagination

Discussion of Table 2

4.2.1 Listening and Speaking

Participants expressed benefits related to listening and speaking when using storytelling in the classroom. Teacher A says:

Teacher A: Children are listening, they are repeating the words, the phrases, and the vocabulary they have learned, so the most important benefit in storytelling is that they are listening and then they are repeating, so now they are producing something.

4.2.2 Pronunciation

Speaking and pronunciation are linked. When children start speaking they try to speak as well as they can a word or a phrase. This benefit is supported by teacher D who mentions the following:

Teacher D: Children listen how to pronounce, what the rhythm of the words is, what the intonation is in order to produce the words in the correct way and at the end they reproduce the correct pronunciation of the words.

4.4.3 Writing

As cited in Keshta (2013), Parr and Campbell (2007) state that storytelling is a powerful tool to improve students' writing because it provides opportunities to identify details and to understand and recall stories to practice oral language skills (p. 18). Teacher B described this belief.

Teacher B: When children do an outline, and then they create the characters and the situation, it is also good for peer assessment, because they can present their first draft story to their peers and they can come in and say well, maybe you should act this, or maybe I did not like this or this part is unbelievable, thus it helps them to polish their writing, then you can have a final draft which they can submit and presenting for the class.

4.2.4 Vocabulary

The fourth benefit of storytelling is that children learn vocabulary. Cooper, Collins, and Saxby (1992) and Elley (1989), cited in Huang (2006), argued that children expand their vocabulary in regular story listening experience (p. 57). Teacher C explained the following:

Teacher C: Children are learning something new as vocabulary, at the beginning it is very hard because they are not familiar with reading or listening, however as an English teacher you have to make them read and listen, when they do this, they increase their vocabulary, reading and listening comprehension in English.

4.2.5 Language in Context

The fifth benefit is that children put the language items in context. This benefit refers to

metacognition since children are aware of their learning process. Teacher B explains:

Teacher B: It puts knowledge in context, it is a simple strategy when they are telling their story to think about their metacognitive, what is their story in the class? And it serves to be metacognitive. It is a bit of entertainment, it is a reflection change when you are in the classroom, so storytelling is always a good way to change the manner of the teaching-learning process.

4.4.6 Imagination

The last benefit of using storytelling is that children develop their imagination when they listen to a story. Bas (2008) argued that storytelling helps children to link fantasy with the real world (cited in Hsu, 2015, p. 16). Teacher D argued a brief idea about this belief:

Teacher D: I think, stories encourage students to be creative and imaginative.

4.3 The Use of Storytelling in Primary School Classrooms

This section discusses the teachers' beliefs about how they use storytelling in primary schools. The results show how these ELT Teachers use storytelling in the primary schools. Thus, it emphasizes how they choose a story, what activities they do and what materials they use when they use with storytelling in primary classrooms. A summary of the findings is in Table 3.

Table 3. The Use of Storytelling in Primary School Classrooms

4.3.1 Choosing a story
4.3.1.1 Fun and Interesting
4.3.1.2 Topics
4.3.1.3 Plot
4.3.1.4 Students' Needs and Likes
4.3.1.5 Students' Level
4.3.1.6 Inventing a Story

4.3.2 Storytelling Activities

4.3.2.1 Brainstorming

4.3.2.2 Predicting and Ordering

4.3.2.3 Asking Questions

4.3.2.4 Drawing

4.3.2.5 Writing

4.3.2.6 Acting

4.3.3 Storytelling Materials

4.3.3.1 Puppets

4.3.3.2 Images

4.3.3.3 Worksheets

Let us discuss now about the findings presented in the previous table.

4.3.1 Choosing a story

Findings in this study show that teachers have different ways to choose a story for their English classes. This section is divided according to how teachers choose the stories.

4.3.1.1 Fun and Interesting

Ellis and Brewster (1991) mention “stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning” (pp. 1-2). This idea is very similar to that of Teacher D. This participant choose the stories because they are interesting and fun.

Teacher D: Stories have to be fun because they are kids. The stories have to be fun because kids need something that catch their attention, so if the story is not fun and interesting they get bored immediately.

4.3.1.2 Topics

Teachers argued that they choose the story according to the topics that they are teaching. They expressed that they choose their stories according to the topics that are taught. Teacher D answer illustrates this point.

Teacher D: I also use the story in order to reinforce or to review some topics that I taught before, for example colors, prepositions, animals, time, I do this in order to reinforce the topics.

4.3.1.3 Plot

According to Rokhayani (2018) “stories should have a simple and interesting plot or a surprise ending” (p. 35). This idea is expressed by Teacher A and Teacher B.

Teacher A: My stories should have an interesting plot, and every single character should be defined perfectly in order to not confuse my students.

Teacher B: Storytelling is an interesting way to get the kids to understand the plot of stories, all the good stories are based around a conflict, after that, the parts come which are plot, exposition, climax, falling action and resolution.

4.3.1.4 Students’ Needs and Students’ Likes

Teachers A, C, and D argued they choose their stories based on what their students like or need. Teachers A and D express the idea that teachers should choose the stories according to students’ needs and likes.

Teacher A: When I realize that one of my students cannot understand what an adjective is, so with my story he can understand it so easily, and I try to look for some stories that are interesting for my students because I know them and I know what they like, so I look for some stories based on their likes.

Teacher D: I have to choose the story depending on their needs for example, the kind of vocabulary they need, for example colors, basic vocabulary.

4.3.1.5 Students’ Level

Based on the findings, Teacher C and D argued that they also choose a story according to students’ level because they are children and the story should be easy to follow so that they can understand basic vocabulary, basic phrases. Teacher D answer answers:

Teacher D: First of all, it depends on the level of the kids, they are kids so this is the first time they are in contact with a new language, so they need stories in which they can understand.

4.3.1.6 Inventing a Story

Teacher A and B added that teachers invent the stories based the topics that are taught and they invent the stories according to special dates in which students learn something about a holiday with the help of a story. They explain:

Teacher A: I create my own stories. I write stories in which the characters take a specific role in my story and with specific purposes.

Teacher B: Especially around special dates. I like to invent stories especially around special dates. That is really effective because you can change the story based on what you are teaching.

4.3.2 Storytelling Activities

Findings show a variety of beliefs referred to the activities that the teachers do in their English classes using storytelling. The results show that teachers do a variety of activities: brainstorming, predicting and ordering, asking questions, drawing, writing and acting activities.

4.3.2.1 Brainstorming

Even though brainstorming is an activity that teachers is an activity that teachers usually do, only Teacher A supported that by saying:

Teacher A: Sometimes I use brainstorming to guide students to get the basic ideas or the most important and the main characters presented in the story.

4.3.2.2 Predicting and Ordering

The second activity that these ELT teachers do is asking questions. This activity was supported by Teacher C.

Teacher C: They enjoy to figure out what the story is about. I tell the story and they try to figure out what happens first, during and at the end of the story. Then I give all the images in order to organize the story, you know the beginning, the plot, the climax and the end.

4.3.2.3 Asking Questions

Another aspect mentioned and which is related to storytelling is asking questions before and after telling the story. This activity is related to predicting and ordering activity.

Teacher B and D added:

Teacher B: It is team based learning, if you are going to tell them a story about the planets, then you need to engage the students by asking them questions before hand the story.

Teacher D: At the beginning of the story ask to children to predict or to guess what the story is about and at the end I ask them some questions about what the story is about.

4.3.2.4 Drawing

The fourth activity mentioned by teachers was drawing. Dujmović (2018) emphasized that doing visual activities such as posters, models, collages, crafts, masks, puppets, mobiles, photos, picture stories, and blackboard drawing can develop creativity in students (pp. 85-86). Teachers A and D mention:

Teacher A: I tell the stories and then I let them to create their own story according what they listened to, they make drawings or sometimes they make some comics according to the story.

Teacher D: After telling the story I ask them to draw a picture about what they understood from the story.

4.3.2.5 Writing

Dujmović (2018) highlighted that rewriting, summarizing, or paraphrasing a story are obvious and worthwhile activities (pp. 85-86). The fifth activity about storytelling is writing. Two teachers agreed that writing is really useful for children when they are using stories. Teachers A and B expressed the following.

Teacher A: First I tell the story, they listen to it, they understand and then, they write what they understood about every single character or about the story.

Teacher B: Stories relax the class, sometimes the class gets a little bit hard to follow, especially when doing vocabulary, I ask them to write a rap song or a song with the story and that is a lot of fun.

4.3.3.6 Acting

This is an important activity to conduct a funny and attractive class. As the last part of the findings the participants suggested acting. As Dujmović (2018) stated that “stories naturally lend themselves to be dramatized, mimed, or role–played” (pp. 85-86).

Teacher A’s answer illustrates this idea.

Teacher A: Sometimes my students are my characters, I let them to be part of my story. I take my students as samples to be the characters of the story. Also I use myself and I act like if I were a character of the story.

4.3.3 Storytelling Materials

This part shows a set the materials that teachers use when they are telling a story. The results present that teachers use materials like puppets, images, and worksheets. Next, more information about how they are used by teachers is described.

4.3.3.1 Puppets

Ellis and Brewster (1991) mentioned that “puppets are especially useful for younger children and can be used by the teacher when telling the story for the first time and in

later lessons by the children to produce short dialogues or when retelling the story themselves” (pp. 70-71). This material was mentioned by Teachers A and D. These teachers use puppets in order to tell the story.

Teacher A: When I am telling the story I make my characters with puppets, and I make a conversation among these puppets. I create a whole story like a thriller, I make my own scenery, and I use puppets to tell the story.

Teacher D: I use puppets and I use them in order to represent the main characters of the story, and also to present the environment where the story is going to be developed.

4.3.3.2 Images

Having pictures in storytelling can be attached immediately by children’s eye, as commented by Ellis and Brewster (1991, pp. 70-71). Due to the use of technology, these teachers use images by supporting them on a computer, they present images, and vocabulary words on PowerPoint presentations. Teachers B and C emphasize the following:

Teacher B: I use images on the computer, especially nowadays where most people do not pay attention, I do not give their full attention to just a person speaking, so I use images on the computer to help me with that, also vocabulary words, and concepts. I am in a twenty first century classroom which has a computer and access to images and sometimes I use those images to tell them a story.

Teacher C: I create PowerPoint presentations all the time because it is very useful for me I can interact with the students. It is very easy to catch their attention and to work much better, so I prefer to get the pictures on a PowerPoint presentation.

In addition, teacher D added the use of flashcards and slides in order to present the story, vocabulary or words.

Teacher D: I use flashcards in order to introduce new vocabulary or to teach it and I use slides to present new vocabulary or in order to reinforce it, students can repeat the words and they get a better idea of what I am talking about.

4.3.3.3 Worksheets

The last finding about storytelling materials refer to the use of worksheets. Teachers A and D gave a brief comment about they use worksheets. This idea is explained by teacher D:

Teacher D: I prepare a worksheet where there are a lot pictures and the kids have to select what was happening first, what happened second and what happened at the end, it is like a sequence activity, order activity.

4.4 ELT Teachers' Beliefs about ICT in Primary School Classrooms

This section presents what primary teachers think about ICT. They hold beliefs about ICT in the primary school classrooms. Table 4 shows the beliefs that these ELT teachers hold about ICT.

Table 4. ELT Teachers' Beliefs about ICT

- | |
|--|
| <ol style="list-style-type: none">1. ICT is Essential2. ICT is Useful3. ICT Facilitates Teaching and Learning4. ICT Helps to Get Information and Materials5. ICT Helps to Understand the English Class |
|--|

Next, a brief discussion about table 4 will be presented.

4.4.1 ICT is Essential

Only one participant expressed that ICT is very essential nowadays. This belief is

expressed by Teacher B:

Teacher B: Information technology is essential in today's classroom, kids are fully engaged when visuals are incorporated into storytelling.

4.4.2 ICT is Useful

Teachers A and C agreed that ICT is very useful in the classroom. They mentioned the following:

Teacher C: Nowadays the use of technology is very useful. Students are involved in a technologic world which is a good advantage to use technology in the Classroom.

Teacher D: It is useful because you find a lot of teaching resources as videos songs, blogs and so on.

4.4.3 ICT Facilitates Teaching and Learning

Bhattacharjee and Deb (2016) mention that ICT helps teachers for their practice teaching and it also helps in effective use of ICT for teaching – learning process (pp. 4-5). The use of ICT in the classroom facilitates teaching and learning. These beliefs are hold by teachers A and C.

Teacher A: Using ICTs facilitates the teaching and learning field. In addition, technology has been spread all over the world.

Teacher C: Using ICTs in English classes facilitate the learning process.

4.4.4 ICT Helps to Get Information and Materials

Only one participant believed that ICT helps to get information and materials, for instance, Teacher A's answer illustrates this belief:

Teacher A: It is easier to get information and materials from many different sources.

4.4.5 ICT helps to understand the English class

The last belief about ICT states that ICT helps students to understand the English class.

This belief is hold by teacher C:

Teacher C: ICT helps students to understand, practice and enjoy the English Class.

4.5 ICT in Primary School Classrooms

The following figure shows the results obtained from a multiple choice item used in the questionnaire in which participants mentioned the kinds of ICT they use in their English Classes. The results are shown below.

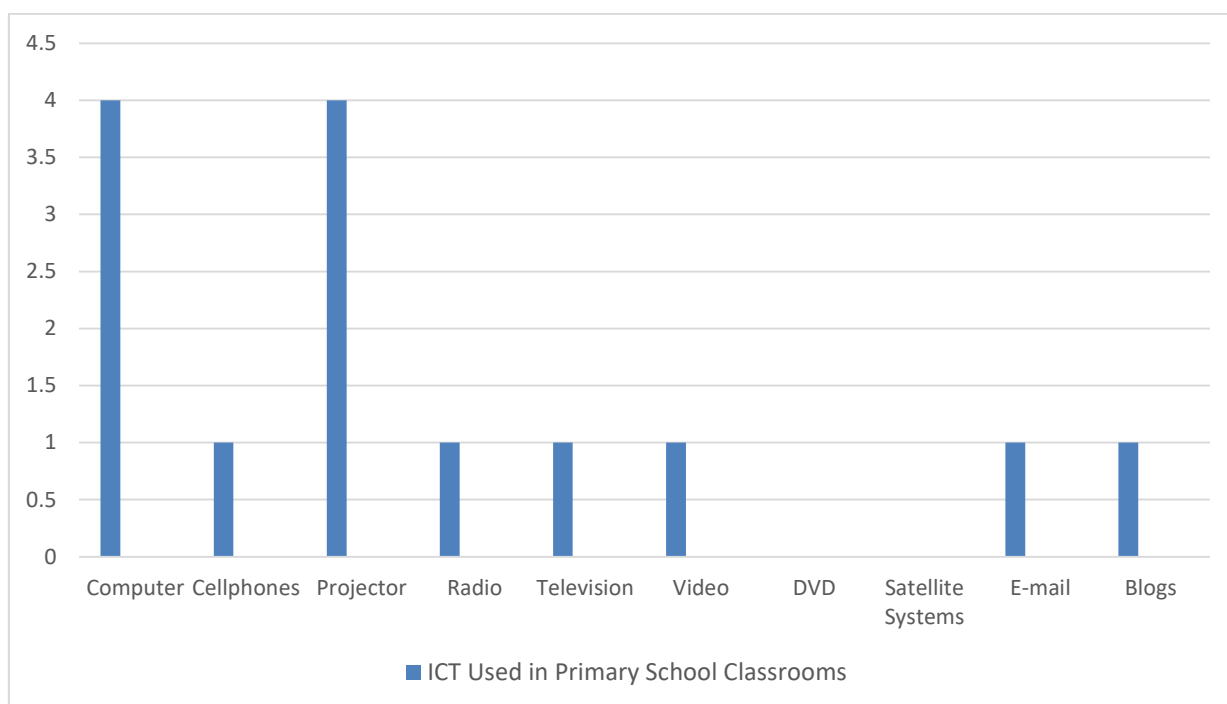


Figure 4.1 Kinds of ICT used by ELT Teachers in their English Classes

As figure 4.1 shows that most of the teachers use the same kinds of ICT in the classroom. They reported they use computer and projector most and as following, teachers use cellphones, radio, television, video, e-mail and projector. On the contrary, they reported they do not use DVD or satellite systems.

4.6 ELT Teachers' Beliefs about Using ICT When Telling Stories.

This section presents the findings related to the use of Information and Communication Technologies (ICT) if they tell a story to their students. From the questionnaire, the video "The Bad-Tempered Ladybird" was presented and teachers watched it and answered some questions. Table 5 shows how teachers would implement storytelling and ICT in the classroom.

Table 5. ELT Teachers' Beliefs about Using ICT When Telling Stories

Teacher – A: <ol style="list-style-type: none">1. To see animated pictures2. To implement some videos where they sing, repeat or analyze information.
Teacher – B: <ol style="list-style-type: none">1. Incorporating images and videos to storytelling.
Teacher – C: <ol style="list-style-type: none">1. With the use of technology we do not need to tell the story2. We can search stories on internet3. Record stories4. Use a computer or a recorder to play it.
Teacher – D: <ol style="list-style-type: none">1. Learn the rhythm and pronunciation of some words2. Develop their listening skills3. Review topics using technology4. It also contributes to kids' imagination

Now, a brief summary is presented about table 5 findings.

Four ELT teachers commented how they would use storytelling and ICT in English classes. All teachers had different beliefs about implementing storytelling and ICT at the same time. This list of comments showed in table 4 revealed how these teachers have implemented or how they would implement stories and ICT, which means that it will be very useful for other teachers.

4.7 Conclusion

Our findings reveal that ELT teachers have beliefs about storytelling and ICT in primary school classrooms. First, it was presented the beliefs about storytelling. The second findings showed how teachers use storytelling in English classes. These results show how teachers choose a story for their classrooms, the materials and activities when they use storytelling during the English classes. The last findings are related to beliefs about ICT in primary school classrooms. Finally, this study's conclusions are presented in the following chapter.

CHAPTER V: CONCLUSIONS

Introduction

This chapter presents the final part of the study on primary English teachers' beliefs about storytelling and ICT in primary school classroom in Puebla in a city of central Mexico. As it has been mentioned in previous chapters, the aims of this thesis was to explore the ELT teachers' beliefs about storytelling and ICT in primary school classrooms. I will present the summary, the study limitations, the directions for further research, and a personal reflection about handling all the study.

5.1 Summary

This study's aims were to explore, describe and classify ELT English teachers' beliefs about storytelling and ICT in primary classrooms.

To respond the research questions, the two instruments used were an interview and a questionnaire and four ELT teachers in public and private primary schools in Central Mexico participated in this study. First, the data collection from the interviews were transcribed into text files (Word documents) to be analyzed, the results were presented in categories. Then, the results from the questionnaire were presented in tables and graphs.

Our findings indicate that ELT teachers hold a variety of beliefs about storytelling and ICT in primary school classrooms. They believed that the use of storytelling in primary school classrooms is very beneficial because it improves a) listening and speaking, b) pronunciation, c) writing, d) vocabulary, e) develops imagination. Then, our findings showed how ELT teachers use storytelling. Firstly, they choose stories based on: a) how fun and interesting are, b) topics, c) plot, d) students' needs and likes, e) students level, and f) teachers invent a story. Secondly, the findings related to storytelling activities and ELT teachers do the following activities: a)

brainstorming, b) predicting and ordering, c) asking questions, d) drawing, e) writing, f) acting. Thirdly, findings indicate the materials that these teachers use when they use storytelling in their English classes: a) puppets, b) images, c) worksheets.

Next findings related to the use of ICT in primary classrooms. ELT teachers mentioned that ICTs are: a) essential, b) useful, c) ICT facilitates teaching and learning, d) ICT helps to get information and materials, and e) ICT helps to understand the English classes. Then, they mentioned the most common ICTs used in the classroom, which are computer, projector, cellphones, radio, television, video, e-mail and blogs.

Last part has to do with the implementation of ICT for telling stories. There are different opinions about how ELT teachers would use storytelling and ICT some of the activities and materials were a) see animated pictures, b) the use of some videos where they sing, repeat or analyze information, c) search stories on the internet, d) record stories, e) use a computer to present the stories, d) learn the rhythm and pronunciation of some words.

5.2 Limitations of the study

The most difficult situation faced was to find the participants. It was complicated to find teachers who use storytelling in their English classes. Another limitation was the teachers' availability because all of them are working and studying too, it was difficult to schedule the time and the place for the interviews.

Only one interview was difficult to carry out. It was with Teacher C. During the interview this teacher felt uncomfortable and had problems with the questions; his participation on the interview was not all clear at all.

The questionnaire was difficult to be answered by the ELT teachers because the questionnaire was sent through e-mail and the participants did not have time to answer it, but even though they were constantly reminded to send the questionnaire back.

Fortunately, they could answer it after all.

5.3 Directions for Further Research

This research was mainly focused on ELT teachers' beliefs about storytelling and ICT in primary school classrooms. The study has just started to be considered as a basis for further research in the different fields.

First, it could be interesting to know about the impact of using storytelling based on teachers' and students' opinions who use storytelling. In this research the main aim was to explore ELT teachers beliefs with the use of storytelling, but it could be to investigate the impact of storytelling but now based on not only teachers opinions but on students' opinions .

Second, based on the findings of this study, I would do an experimental research to apply storytelling and ICT to children can develop the speaking skill. Thus it could be interesting to apply storytelling but at the same time using ICT to engage students to speak.

This research project was carried out in primary school classrooms but it can also be done in high school classrooms. It could be interesting to apply storytelling and ICT with teenagers to promote vocabulary, speaking, writing or reading comprehension.

5.4 Personal Reflection

During this thesis project, I have gone through different experiences of which I would like to talk about. Therefore in this section, I will write a personal reflection following three different points. First of all, I will talk about the beginning of this research project. Next, I will explain the development period of the project and, after that, I will write about the conclusion of it.

Before this study, I started doing my professional practices with children, I had

to work with very large groups, and I got concerned because I did not know how to work with many students. I started looking for techniques make my students feel comfortable with the class and to engage them with the new language, and I started using storytelling. During my professional practices, I noticed my students enjoyed how I used to implement storytelling with any topic of the English and I continued do it in the classroom.

During my research project, at the beginning it was difficult because I was focused on some perspectives about storytelling, but at the same time I was interested in using ICT in this investigation, so what it meant that selecting the topic was not easy, but the help of my teacher of Research Seminar I this study became easier. I focused this study in what I have presented as *ELT Teachers' Beliefs about Storytelling and ICT in Primary School Classrooms: implications for teacher education*. Once the topic was selected, the process of researching started. At the beginning it was complicated too, but not at all. I had the habit of reading, so reading this was not a problem to develop my project. It was a little bit hard to organize my ideas and following the instructions to start writing Chapter II. I think it was the most difficult chapter for me. I had to look for information I thought was appropriate for my research project. After that, I had to read and read to discard useless information and organize the appropriate one. Afterwards through Chapter I was not so difficult, I only stated my general ideas of what I wanted to do. Then, I continued with the following Chapters (III, IV, and V). Some of these chapters were more difficult for me than others but my professor of Research Seminar II provided me outlines and thesis samples which helped me to develop good chapters.

After writing my thesis project, I realized that I have experienced some personal changes. First, I got knowledge from the different literature I read. Also I improved my writing skill but principally I learned how to write and organize a research project.

Finally, I realized that I will take into account the findings of my research project in order to improve my teaching as an English teacher.

5.5 Conclusion

This was the last chapter in this thesis. General conclusions, limitations and suggestions for future research were presented. The suggestions for future research were explained in order to invite more students to become interested in researching this area. My personal reflection in this chapter has the intention to inform what I learnt all through this process of investigation from my own experiences as student to my academic and professional accounts.

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APPENDIX A: INTERVIEW

1. What is your educational background?
2. How long have you been teaching?
3. Do you think that storytelling is fun for children? Why?
4. In your own opinion, what is storytelling?
5. How do you choose the stories?
6. What are the characteristics that a story should have?
7. Where do you find the stories?
8. What types of storytelling activities do you do in your English classes?
9. What material do you use when you are telling a story?
10. How is the interaction with your students while you are telling a story?
11. What are the benefits of storytelling?
12. Did your childhood influence you to use storytelling in your English classes?

APPENDIX B: INTERVIEWS

INTERVIEW TRANSCRIPTION	
INTERVIEW 1 – TEACHER A	
LINE	TEXT
001	Interviewer: what is your educational background? (0:04)
002	Teacher A: I'm undergraduate English Language Teaching (0:07)
003	Interviewer: Mm... how long have you been teaching? (0:12)
004	Teacher A: for two years (0:13)
005	Interviewer: two years, okay, so it means that you are working (0:17)
006	Teacher A: yeah! Now I'm working in a public elementary school located in San
007	Pablo del Monte, Tlaxcala (0:25)
008	Interviewer: okay, mmm so I know you use storytelling in your English classes,
009	right? (0:32)
010	Teacher A: yes (0:32)
011	Interviewer: so, what do you think, do you think that storytelling is fun for
012	children (0:38)
013	Teacher A: yeah, well I consider that stories are always attractive and
014	interesting for an audience, and audience but It's really funny if you know how
015	to use it, I mean if you know how to adapt a story and tell it to your students with
016	your body language and use different intonations or the way you talk with them,
017	that means that you are telling the story really, really, interesting and it's funny
018	for them (1:13)
019	Interviewer: okay, so now in your own opinion, what is storytelling? Okay, how
020	do you define storytelling? (1:23)
021	Teacher A: mmm storytelling for me is the use of stories in which the teacher or
022	the teller tells the story with different movements, voice, intonation for a specific
023	audience (1:39)
024	Interviewer: sounds good, mmm so now how do you choose stories or how do
025	you choose a story? (1:49)
026	Teacher A: first of all I choose based on the topics I work with, that means that,
027	I don't know maybe we are talking about adjectives, I look for some stories in
028	which my students can identify so easily where are the adjectives or how is
029	describing a person but also the necessities of what my students need, maybe I
030	realize one of students can't comprehend what an adjective is, so maybe with
031	my story can understand it so easily, and sometimes, well most of the times I try
032	to look for some stories that are interesting for my students, because I know them
033	and I know what they like, so I look for some stories based on their likes (2:53)
034	Interviewer: okay, so now, what are the main characteristics that a story should
035	has? (3:02)
036	Teacher A: mmm, as I told you first I look for stories according to the topics I'm
037	talking about, but should be an interesting topic, should be something that let
038	my students not only learn vocabulary or phrases but also something deeper
039	like emotions, values, in my stories should have an interesting plot, and every
040	single character should be defined perfectly in order to not confuse, not to
041	confuse my students with the characters (3:47)
042	Interviewer: so, now, you said that you work with stories, so now where do you
043	find them? Where do you find the stories? (4:00)
044	Teacher A: most of them, I found them on internet because it's easier for me, but
045	also in the library I found a lot of really interesting stories, and sometimes I
046	create my own stories, I write like tales in which the characters take a specific
047	role in my story and with specific purposes, maybe if we are talking about
048	clothes, my character should wear specific clothes for my students, you know?

049	Yeah (4:39)
050	Interviewer: okay, so now what types of storytelling activities do you do or you
051	do in your English classes? (4:51)
052	Teacher A: it depends, it depends for example as I told you the other day, we
053	were talking about adjectives and my students should identified every single
054	character and then, they described how every single character was according
055	what they listened, so first I tell story, they listen to it, they understand
056	and then, they write what they understood about every single character or about the
057	story, but sometimes I use brainstorming like the basic ideas, the most important
058	ideas, how I started the story, how the plot was, and how the clothes were, and the
059	main characters presented in the story(5:39)
060	Interviewer: okay, so you mean that you make some questions according to
061	the story (5:45)
062	Teacher A: yeah, for example, sometimes I tell the stories and then I let them to
063	create their own story or according what they listened to, they make some drawings
064	or sometimes they make some comics according to the story (6:03)
065	Interviewer: okay, sounds perfect (6:06)
066	Teacher A: oh, thank you (06:07)
067	Interviewer: what material do you use when you are telling a story? (6:12)
068	Teacher A: basically I use my body first, because when I am telling a story I try
069	to make movements, intonation, change intonations that increase my tone
070	volume, sometimes I move from one side to another, but also I use puppets,
071	you know? (6:33)
072	Interviewer: how do you use them? (6:35)
073	Teacher A: when I am telling the story I make my characters with puppets, and
074	I make a conversation among these poppets, you know? I create a
075	whole story like a puppetry, like it is a thriller, I make my own scenery and I use
076	puppets to tell the story, then I make some worksheets in order that they answer me
077	questions what they understood, make drawings and so on (7:07)
078	Interviewer: oh nice! (7:08)
079	Teacher A: but I would like to add something else, sometimes my students also
080	are my characters, I let them to be part of my story, for example the other day I
081	was talking about Gertrudis, the doc, it was a zombie doc, I take one of my
082	students as samples to be characters, for example the my zombie doc, and if I say
083	the zombie doc was walking, then my student should walk (7:40)
084	Interviewer: okay, so probably you mean that they have to act the story, what
085	the characters are doing and so on, no? (7:52)
086	Interviewer: so, how is the interaction with your students while you are telling a
087	story? (8:02)
088	Teacher A: for me it's important first of all, they pay attention to my story,
089	because if they lost in the way, then they cannot understand the story, so first of
090	all is, please guys pay attention and I will tell you the story of, for example the
091	Little Red Riding Hood and then I use a puppet or if it is not a
092	puppet I use myself and I act like if I were a character of the story or if I don't , I
093	use a student and then I say like: hey Catherine you will be my little red riding
094	hood, you should this and that and they are acting, they are enjoying the time,
095	we are learning full phrases, vocabulary, yeah, we are having good great times,
096	great times (8:55)
097	Interviewer: okay, what I understood that there's a good relationship between
098	your students and you, because your students, ok you ask something and then
099	they participate (9:10)
100	Teacher A: yeah, all the time, it's like that, nobody is nervous, joking about their
101	classmates, everything is really respectful and they are paying attention, they
102	are listening, then they are comprehending and finally they are developed
103	(9:26)

104	Interviewer: so sounds perfect that interaction, so now be careful with this
105	question, so what are the benefits of storytelling? (9:40)
106	Teacher A: mmm I use this storytelling and let me tell you why, I consider
107	when someone is really immersed in the language is acquiring, you know?, so
108	if a kid is listening and listening and listening all the time in English stories, no
109	it won't be, it won't be just grammatically interaction, don't won't be just write,
110	and make drawings or write or answer these questions to do that, no, it's like
111	they are listening, they are repeating the words, the phrases, the vocabulary
112	they have learned, so the most important benefit in storytelling is that they
113	are listening and then they are repeating, so now they are producing
114	something (10:44)
115	Interviewer: produce, yeah they listen the story and they... (10:46).
116	Teacher A: they produce something, the most important I think (10:51)
117	Interviewer: orally, they produce orally (10:51)
118	Teacher A: yeah, it's not easy, not easy to do it (10:55)
119	Interviewer: so, okay, anything else, you said vocabulary, probably grammar,
120	I don't know in your case, no (11:01)
121	Teacher A: yes, I use grammar, but it's immersed, immersed in the context, in
122	the tale, in the story, it's not like, okay guys this is present simple, no because
123	it's boring. No? (11:13)
124	Interviewer: it's boring, really boring, okay mmm, just to end this interview, did
125	your childhood influence you to use storytelling in your English classes?
126	(11:26)
127	Teacher A: in some way, yes, because when I was in a kindergarten my
128	teacher tent to use puppets all the time, we make a role play and we were just
129	kids, so just imagine we were like five years old in that moment it was funny for
130	me, so I consider that yes, it really had a lot of impact now in my teaching
131	development (11:58)
132	Interviewer: so, okay in this case your teachers had a lot of influence to you
133	use storytelling (12:06)
134	Teacher A: so, yeah (12:06)
135	Interviewer: so what about your parents? No? (12:08)
136	Teacher A: well, they gave me a lot of books all the time, they gave me the
137	opportunity to start my reading life, you know? ... Well I would like to add
138	something else, I consider it's not important who tells the story, but it's really
139	important how is story teller, how is this story going through the time, how the
140	teacher can act about everything character, because if you are telling a story
141	but you are not using your body language or your tongue, I mean your voice
142	increased or your movements or acting like that, or just to telling the story it's
143	not funny for kids (13:14)
144	Interviewer: it's boring (13:14)
145	Teacher A: it's really boring and I don't like the kind but yeah, and for example
146	my students like, they love my stories because when I am telling is like, for
147	example, one of my students' names is Orlando. Orlando you will be a... I
148	don't know, Dany, Dany the dog, so the Dany, the dog one day was walking or
149	was running in the park and Orlando, you have to make like a dog, and then
150	Orlando is so shy and he says like no teacher, I don't want to do it, but then, I
151	say yeah you do it, just come on and then he does, he does the activity, he
152	does the activity and he's enjoying the moment, so the students, his
153	classmates are making a really fun time, learning, listening a story and, then
154	they can produce, so I really can tell that telling stories it's really beneficial for
155	teachers, if they know how to use it in the classroom, but also for students
156	because they love stories (14:38)
157	Interviewer: they love, I totally agree with you that they love stories, and that's
158	it (14:45)

159	Teacher A: thank you so much (14:46)
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INTERVIEW TRANSCRIPTION	
INTERVIEW 2 – TEACHER B	
LINE	TEXT
001	Interviewer: so what is your educational background?
002	Teacher B: okay, I'm... like starting from the very beginning? or super education
003	Interviewer: I don't know whatever you want, so if you want to tell me your
004	beginner education
005	Teacher B: okay
006	Interviewer: I don't know, as you wish
007	Teacher B: I studied at a small school of grammar, right, a grammar school,
008	elementary, and the... by the time we have finished six grade, we had already
009	conjugated all the verbs in a... all the verbs, you know! (0:50)
010	Interviewer: yeah
011	Teacher B: so that was pretty good, I had good really basis that I was sent to
012	those to Oklahoma for a junior high and that was a little bit shock for the first
013	time there because I didn't understand anything, but then all the (...) and clicks
014	things just did and I was in the honor roll all the time, then I came back to a
015	school, school Colegio Vista Hermosa (1:28)
016	Interviewer: where is located?
017	Teacher B: In Cuajimalpa (1:31)
018	Interviewer: okay
019	Teacher B: right here in Mexico city, yeah, that was a..... and an English
020	class, we took care, we prepared for the TOEFL but I never needed it, then I
021	studied musical composition here in Mexico, and then I studied music synthesis
022	in Berklin in Boston, then I came back around seven years ago, I studied for
023	becoming an English teacher, an English as a foreign language, teacher got a
024	masters there and then I did a master in Education at the Tec de Monterrey (2:37)
025	Teacher B: yes!
026	Interviewer: okay, that's it?
027	Teacher B: that's it.
028	Interviewer: so now....
029	Teacher B: and of course, well I love learning, so I feel that the brain is like a
030	muscle which needs to be exercised, that's all, I am a habit learner, I love that (3:03)
031	Interviewer: Okay, how long have you been teaching?
032	Teacher B: I've since.... Twenty seven and seven as English Teacher (3:20)
033	Interviewer: seven?
034	Teacher B: yeah! I've taught music and English, and literature and now I teach
035	language arts (3:33)
036	Interviewer: teaching arts?
037	Teacher B: Language arts (3:38)
038	Interviewer: okay, so you mean that you are teaching English for a specific
039	purpose, right? ESP
040	Teacher B: mmm, well I guess I can say that, because right now have students
041	ranging from first grade to professionals, ajá, also with a the high school level
042	and I taught, I taught preschool all the way, from preschool to primary lessons,
043	so I guess I've done the whole branches that teaching in English and music (4:32)
044	Interviewer: English and music, sounds interesting, so okay, another question
045	is, do you think that storytelling is fun for children? Yes or no and why
046	Teacher B: yes, it's essential because the language is a tool for creating arts

047	and so you need to allow the kids to travel with their minds and use English and
048	as tool to create artistic and the avers, also it's, storytelling has been part of the
049	education for centuries, so I mean back then surge storytelling, right (5:34)
050	Interviewer: right
051	Teacher B: so, I think not only yes, it's essential, people that to not use
052	storytelling are not been as effective as a good (5:54)
053	Interviewer: yeah, I know I agree with you, because probably as person, or
054	every single person has a story to share, so before or from we were child so we
055	have stories to share, that's very essential, storytelling is essential, so now in
056	your own opinion what is storytelling?, how do you define storytelling?
057	Teacher B: okay, for me there's like a two main avenues that I focus in when it
058	comes to storytelling, right (6:40)
059	Interviewer: right
060	Teacher B: one is a, especially for kids, right? We are focus in...
061	Interviewer: on children, yeah, elementary school, children from, young
062	learners
063	Teacher B: mh, okay, so from then, it's essential, the first avenue it's like...
064	mmm... how do you say? encouraging to have an opened imagination, right, it's
065	like tapping into their imagination, and the younger, the kids, the easier is for
066	them to like be there, right, example in preschool, I used to say okay the rock,
067	right it's going to be the slept and I'm going to be Santa Claus and ask then who
068	wants to be a, who wants to be a reindeer, and who wants to be an elf, and then
069	you tell the story, I mean you act out the story too, and at the end if you ask
070	them what color was the slept they all say red, they were all there, and they saw
071	it, right which is something that is unfortunately not happening when it comes to
072	six graders, right, they become a little bit less across to use their imagination, to
073	be in there, right, and on the other hand, they are writing stories, we are writing
074	a story as we live, and as we teach, and as we learn, so like metacognition for
075	me, metacognition is essential, right, learning about learning, so as a teacher I
076	believe that they also need to tell me their story, their size of the story for
077	example, in the teaching learning process, and I find that through that, I edge
078	like 50% of teaching which is allowing them to trust me as their teacher, to trust
079	me because they are sharing their thoughts and what they like from the class,
080	what they haven't liked and at some points even like I ask if they dram about
081	being in the class, and sometimes they have, and so for them to share those
082	their stories, right, their dreams stories, it's a lot of fun, it a lot of fun, it helps
083	them to get a little bit more in touch with their own teaching learning process (10:26)
084	Interviewer: yeah, so okay with everything or with all you said, probably can
085	you define, can you give a definition of storytelling, probably okay, I can say
086	storytelling it is the use of stories to an specific audience in which you use body
087	movements, vocalization, and so on, so now can you give me an exactly, not an
088	exactly but a definition, what do you think? Storytelling is this, this and this
089	Teacher B: okay, storytelling is a performing art, okay and starting from there
090	it's based on using the language as a tool to increase first all of the vocabulary,
091	right which is essential for storytelling at any level, right at any level and it helps
092	you to put in context the words and the curriculum planning whatever you want
093	to teach you, it's one of the strategies that I like (12:13)
094	Storytelling is an interesting way to get the kids to understand the plot of stories,
095	right so for example the parts of the plot for me, before I say that, all the stories,
096	I would say, good stories are based around a conflict, stories like, the scene of
097	the good story is a conflict and then, after that comes the parts of the plot which
098	exposition, racing action, climax, falling action and resolution (13:14)
099	Interviewer: Okay, sounded perfect, so now how do you choose, how do
100	choose a story?
101	Teacher B: okay, sometimes they are part of the books that we use, but other

102	times especially around special dates I like to invent them even write there
103	them, right, sometimes that's really effective because you can change the
104	story based on what, based on what you are teaching, how they are acting, if they are
105	being
106	engaged by the story or not, and I would give you an example (14:07)
107	Interviewer: yeah
108	Teacher B: for example in, during Halloween, especially if I am in a twenty
109	first century classroom which has a computer and access to images and
110	sometimes I use those images to tell them a story, and then at the end I scare
111	them, right, it usually revolves around the cemetery under need the school and
112	what happened through the ages and then when you had their attention, then
113	just give aloud shout and scare them..... that's always fun for me,
114	they see too I like it (15:05)
115	Interviewer: yeah, so now what are the main, what are the main
116	characteristics that a story should has?
117	Teacher B: should have
118	Interviewer: yeah, should have
119	Teacher B: well, the story should have a setting, right, it's like a the beginning,
120	let's go back to the parts of plot, in the exposition is the setting, right it's a
121	chronological setting and geographical setting, then it should have the conflict
122	where you explore the conflict, then it should have turning points or climax and
123	then, the falling action and finally a resolution, it can be an open-ended story
124	which seems to be great because they can finish it in their role way (16:24)
125	Interviewer: yeah, yeah I know that, so now probably this question is similar
126	from one question that you said, that I gave you, it is where do you find the
127	stories?, okay you said it depends, sometimes you tell the stories from a book,
128	and sometime you invent them, probably another source to find stories
129	Teacher B: they need to become storytellers too, and public speaking is
130	something that they need to do, they need to tell me their stories too, that's a
131	good element, their stories too, their personal stories or sometimes it could be
132	like write about their dream vacation and so then they can exercise their own
133	story with things they would love to do and can only do with their imagination
134	at that points, those are answered the question? (17:54)
135	Interviewer: yeah, that's a good answer, so now what types of storytelling
136	activities do you douse in your English classes? what types of storytelling
137	activities?
138	Teacher B: well, one is as a musician, the songs are telling a story, so each
139	song that I teach them enrolls the story, so that's for I get them, would you
140	repeat the question again? (18:36)
141	Interviewer: what kind of storytelling activities do you do in your English
142	classes? Okay you are telling a story, okay what kind of activities you do?
143	Teacher B: songs, regular stories, also role plays (18:57)
144	Interviewer: role play, yeah that's awesome, the use of role play, children
145	enjoy to act
146	Teacher B: oh yes!
147	Interviewer: any other activity?
148	Teacher B: regular storytelling, right, sometimes stories to relax the class,
149	sometimes the class gets a little bit hard to follow, especially when doing
150	vocabulary, right, if you do that it's a lot of fun, also sometimes I ask them to
151	write a rap song or a song with the story and that's a lot of fun too (19:57)
152	Interviewer: I don't know, probably before to, before starting the storytelling,
153	probably you ask questions about what is it going to happen, probably to
154	predict the story, I don't know
155	Teacher B: well, it is team based learning, right if you are going to tell them a
156	story about the planets, well then you need to engage the students by asking

157	them questions before hand like (20:45).....
158	And then, telling a story at many times, stories are strategy a way also for
159	listening comprehension, so and sometimes I use dialogues and stories, and
160	comic CDs to, as a storytelling, well, as a listening comprehension exercise (21:18)
161	Interviewer: so now what about the materials? What materials do you use
162	when you are telling a story? (21:29)
163	Teacher B: well, I use images, right on the computer, especially nowadays
164	where must don't pay, don't give their full attention to just a person speaking,
165	so I use images on the computer to help me with that, also vocabulary words,
166	right, and concepts, right like if you want to talk about alliteration, then
167	use words that have the same sounds, so for example if you are learning
168	words with -sh cheap thrills are sheets to the shop after you take a shower (22:54)
169	Interviewer: yeah, that's a good example (22:58)
170	Teacher B: I encourage my kids to be created, so storytelling is a very
171	creative way of using the language (23:17)
172	Interviewer: yeah, it is, it is, so now what is the interaction, what is the
173	interaction with your students while you are telling a story? (23:29)
174	Teacher B: okay, well, I use a lot of movements, right, I move around the
175	classroom as I am telling the story, especially with some many distractors
176	these days and in the city like the one we live, so there's always things
177	happening, when there's a construction outside, next doors or really loud
178	doors or something (24:00) Let's see! What else you want to know
179	about this question? (24:21)
180	Interviewer: so, I don't know, probably the....
181	Teacher B: voices, all about like intonation, different intonations, at some point
182	if the kids are not engaged to know, then you use, I can use a lower sound,
183	right or sometimes the amplitude or the volume, right how loud or how soft the
184	voice is, it depends on what you want to do right, or how you want they to
185	imagine the story (25:17)
186	Interviewer: okay, that's enough, so what are the benefits, you already
187	mentioned some before, can you explain again what are the benefits with the
188	use of storytelling? (25:39)
189	Teacher B: okay, well, it has a creative activity, it puts the knowledge in
190	context, it's a simple strategy, also when they are telling their story to think
191	about their metacognitive, what is their story in the class? And it serves to be
192	metacognitive, right, let's see, what else? It's a bit of entertainment, it's a
193	change of pace, a reflection change of pace when you are in the classroom, so
194	storytelling is always a good way to change the pace of the teaching-learning
195	process (27:06)
196	Interviewer: okay, you mentioned that is the, probably listening, they practice
197	listening when you are telling a story, yeah, what else? Vocabulary? (27:24)
198	Teacher B: vocabulary, also like tenses (27:29)
199	Interviewer: like what?
200	Teacher B: tenses, and also like polishing, when they write their story I like to
201	have, do an outline, right so creative, no I mean, when they do an outline if like
202	they create the characters and the situations, right then, it's also good for
203	peer assessment, because they can tell their first draft story to their peers and
204	they can come in and say well, maybe you should act this, or maybe I didn't
205	like this or this part is unbelievable, and thus helps then to polish, then you
206	can have a final draft which they can submit and presenting for the class (28:54)
207	Interviewer: okay yeah, probably they are some benefits of storytelling, the
208	last question is, probably, I don't know, okay, did your childhood influence you
209	to use storytelling in your English classes? (29:17)
210	Teacher B: Oh yes!
211	Interviewer: can you share me that? (29:22)

212	Teacher B: as known very good storytellers and especially when I was a kid, I
213	remember some of the people that took care of me that they told me stories
214	and then, when I had kids on my own I used storytelling every night too, right.
215	And I still remember some of the ones that I invented which were more lighter
216	than a regular story, right, if you can get the kids to ask you: where a story
217	comes from? Right, you have already done your points, they are already
218	interested and if you tell it or you just invented it, sometimes go back ballistic,
219	right, they are happy. Storytelling has been a great part of my life and not only
220	as a teacher but as an artist too, because my music, my CDs, they are always
221	conceptual and revolve around the story and each song is part of the story (30:56)
222	Interviewer: okay, so your childhood has a lot of influence to you use
223	storytelling now in English classes (31:11)
224	Teacher B: sure, sure
225	Interviewer: I think, those were all my questions from my interview, so I would
226	thank you for being a participant for my thesis (31:37)

INTERVIEW TRANSCRIPTION	
INTERVIEW 3 – TEACHER C	
LINE	TEXT
001	Interviewer: what is your educational background? (0:04)
002	Teacher C: well, my educational background is I am an English teacher,
003	I studied at Escuela Superior del Estado de Puebla, and even ELT at BUAP (0:23)
004	Interviewer: okay, so how long have you been teaching? (0:27)
005	Teacher C: I guess around 3, 4 years (0:30)
006	Interviewer: are you working now? (0:32)
007	Teacher C: yes, I am (0:33)
008	Interviewer: where do you work? (0:35)
009	Teacher C: where I work, I work in a Primary School, kind of private school, yes like
010	bilingual (0:45)
011	Interviewer: do you think that storytelling is fun for children? Yes or no and why (0:53)
012	Teacher C: in my opinion I think is fun for them because they are related
013	something for example the stories and the movies according to the
014	backgrounds and because they have fun during the English class, they
015	participate (1:18)
016	Interviewer: so, in your own opinion what is storytelling? (1:26)
017	Teacher C: in my opinion, I think is like an easy way to learn English,
018	like reading short stories, fairy tales
019	Interviewer: and that's it?
020	Teacher C: that's it
021	Interviewer: how do you choose the stories?
022	Teacher C: how do I choose the stories, according to their likes, according to
023	their level as well and preferences (1:58)
024	Interviewer: okay, what are the characteristics, what are the main
025	characteristics that a story should have? (2:11)
026	Teacher C: the main characteristics, it has to be fun for them, interesting and
027	reliable for them as well (2:25)
028	Interviewer: where do you find the stories? (2:30)
029	Teacher C: I use to use the best books, and websites (2:38)
030	Interviewer: websites, okay, so you mean that you take the stories from
031	internet, any, a specific page name? (2:50)
032	Teacher C: I don't remember right now, but you can goggle it and just
033	storytelling and you can find a lot of short stories (3:04)

034	Interviewer: so, what types of storytelling activities do you do in your English
035	classes? Storytelling activities (3:15)
036	Teacher C: activities, for example I really, really enjoy to work in teams, in
037	pairs, it depends of the group, because they try to share the reading, the
038	storytelling, what else? They enjoy to figure out what the story is about (3:40)
039	Interviewer: okay, so you mean that they predict, anything else? Another
040	activity, another storytelling activity? (3:54)
041	Teacher C: I think the main, the important thing here is to work in team
042	because they try to interact together, they share ideas, for example if they don't
043	understand the other person help them and they try to keep on, you know the
044	work (4:16)
045	Interviewer: what materials, so now, what materials do you use when you are
046	telling a story? Material (4:27)
047	Teacher C: material, for example I do power point presentations all the time
048	because it is very useful for me and for interact for them, it's very easy to catch
049	their attention and to work very well (4:49)
050	Interviewer: no images? (4:53)
051	Teacher C: I prefer to get the pictures by a power point presentation (5:02)
052	Interviewer: you put the images (5:02)
053	Teacher C: I do when they work in teams, for example the try to create they
054	own stories by then as a group, as a team and it's just a final project (5:17)
055	Interviewer: okay, you mean you give them the images and they have to create
056	a story according to the images, that's what you mean (5:29)
057	Teacher C: yes
058	Interviewer: can you explain a little bit again, can you explain again that part of
059	activity, that's an activity (5:38)
060	Teacher C: for example, I tell the story and they try to figure out what
061	Happens first, during and at the end of the story. Then I give all the images in order to
062	organize the story, you know the beginning, the plot, the climax and the end (6:24)
063	Interviewer: okay, that makes sense (6:26)
064	Interviewer: how is the interaction with your students while you are telling a
065	story? (6:33)
066	Teacher C: of course, for they is very interesting, they have fun during the
067	English Class, they are learning new, something new as vocabulary, at the
068	beginning is very hard because they are not familiarize with the reading or listening
069	skill, however as an English teacher you have to push them to read and listen, to
070	predict, to figure out, and then step by step they going to get more fun, you
071	know (7:10)
072	Interviewer: do they pay attention when you are telling the story? (7:18)
073	Teacher C: honestly, at the beginning no (7:23)
074	Interviewer: so, what do you do? (7:26)
075	Teacher C: for example, I give chips for participation, they have to participate,
076	I have to give each chips, and at the end of the class I'm going to sign, and of
077	course at the end of the semester of the evaluation, they going to get extra
078	points for the subject English class (7:53)
079	Interviewer: so okay, you mean or you can say is there a good interaction with
080	your students, teacher-students, students-teacher (8:04)
081	Teacher C: in my opinion yes, based on my experience before I may say yes (8:12)
082	Interviewer: what are the benefits of storytelling? (8:17)
083	Teacher C: when they do this, they increase their vocabulary, their reading and listening
084	comprehension in English and I think it's the main points, the benefits, well, it could be
085	listening as well, I said reading, maybe speaking a little bit, because I want you to try to
086	speak some specific words in English or specific vocabulary learned before, so
087	they try to speak in English (9:05)
088	Interviewer: okay, so did your childhood influence you to use storytelling in

089	your English classes? (9:14)
090	Teacher C: no
091	Interviewer: why not? (9:18)
092	Teacher C: honestly, I didn't have contact with English during my childhood,
093	I contact with storytelling when I studied my major, so It had my attention, so
094	that's why I started to try to investigate something about storytelling (9:52)
095	Interviewer: okay, that's it, thank you for your participation
096	Teacher C: thank you

INTERVIEW TRANSCRIPTION	
INTERVIEW 4 – TEACHER D	
LINE	TEXT
001	Interviewer: what is your educational background? (0:03)
002	Teacher D: I study English teaching in the faculty of languages, BUAP (0:09)
003	Interviewer: how long have you been teaching? (0:12)
004	Teacher D: I've been teaching English for three years more or less (0:15)
005	Interviewer: are you working now? (0:18)
006	Teacher D: yes, I'm working, I'm working in a kindergarten now (0:24)
007	Interviewer: where is it located? (0:29)
008	Teacher D: it is near of my house, it is in Puebla City, it is a private school,
009	I have from 29 to 30 kids in each classroom (0:51)
010	Interviewer: do you think that storytelling is fun for children? yes or no and why (0:59)
011	Teacher D: Yes, I do, why? Because first, kids have an innate love for stories,
012	second because when they listen a story in another language is like interesting
013	for them, is special, I don't know something like that, like unknown emotions for
014	them, third because the way that teacher narrates the story is very important,
015	kids enjoy the movements, the sounds, the facial expressions that teacher does
016	when they are telling the story, what else? I think that are the reasons why is
017	fun for them (1:50)
018	Interviewer: in your own opinion what is storytelling? (1:54)
019	Teacher D: storytelling, storytelling for me is to share a story and even
020	anecdote for example, is to narrate a story instead of read it because is different
021	to read, to narrate, is more emotional narrate a story (2:18)
022	Interviewer: how do you choose, how do you choose the stories? (2:24)
023	Teacher D: okay, first of all it depends on the level of the kids, they are kids so
024	this is the first time they are in contact with a new language, they are basic in
025	other words, so they need stories in which they can understand theme. I have to choose the
026	story depending on their needs for example, what kind of vocabulary they need, for
027	example color, basic vocabulary vocabulary because I said before they are beginners, okay,
028	the second reason it could be the topic I'm going to teach, for example animals, so I have to
029	found a story about animals, for example Or MacDonald's, I don't know, it depends
030	also the kind of animals that I'm going to teach, so you have to be more specific
031	in the story that you are searching, and I don't know, maybe the third reason is
032	the vocabulary, the topic I'm going to teach or the vocabulary, focus on the
033	vocabulary, that's how I choose the stories (3:45)
034	Interviewer: what are the characteristics that a story should have? (3:50)
035	Teacher D: okay, as I said before they are kids, so the first characteristic of a
036	story is it have to be interesting for them, maybe short, interesting, something
037	that they are in contact with, I don't know, level of the kids, or the words that
038	they need in that moment or in that class, fun, stories have to be fun because as I
039	said before they are kids, I don't know, the stories have to be fun because they
040	are kids, kids need something that catch their attention, so if the story is not fun and
041	interesting they get bored immediately (4:55)

042	Interviewer: where do you find the stories? (5:05)
043	Teacher D: most of the time I find them, I found them on internet or in my case
044	the book that I'm working is called "ear works" have a section like teaching
045	resources in where I go find the stories (5:26)
046	Interviewer: what types of storytelling activities do you do in your English
047	classes? (5:34)
048	Teacher D: most of the time I do three activities, the first one is at the beginning
049	of the story ask to the kids to predict or to guess what the story is about and at
050	the end I ask them some questions what the story was about. Second, after telling the story I
051	ask them to draw a picture about what they understood from the story and finally I prepare a
052	worksheet where there are a lot pictures and the kids have to select what was happening
053	first, what happened second and what happened at the end, it's like a sequence activity,
054	order activity (6:24)
055	Interviewer: what material do you use when you are telling a story? Materials (6:36)
056	Teacher D: materials, I use flashcards, most of the times I use puppets too, I
057	also use slides (6:46)
058	Interviewer: okay, can you explain me how do you use those materials? (6:53)
059	Teacher D: I use puppets, I use them in order to represent the main
060	character of the story, and also to present the environment where the story is going to be
061	developed, I use flashcards in order to introduce new vocabulary or to teach it
062	and slides in the same way to teach vocabulary or to, I use slides to
063	present the new vocabulary or in order to reinforce or to repeat the words, no in
064	words for them, in order that they have an idea what I'm talking about (7:44)
065	Interviewer: how is the interaction with your students while you are telling the
066	story? (7:54)
067	Teacher D: okay the interaction is teacher-student, student-teacher, all the time
068	is very active because all the time I'm asking them questions about the story, I
069	also use the story in order to reinforce or to review some topics that I thought before,
070	for example colors, prepositions, animals, time I don't know, I do this in order to
071	reinforce the topics (8:28)
072	Interviewer: what are the benefits of storytelling (8:32)
073	Teacher D: I consider that they are three benefits I think, stories
074	encourage the students to be creative and imaginative, the second one would
075	be they develop their listening skill and their speaking skill too, and the third one
076	is that they listen how to pronounce, what is the rhythm of the words are, what
077	the intonation is, in order that they can reproduce the words in the correct way, and at the
078	end they reproduce the pronunciation of the words (9:25)
079	Interviewer: okay so, did your childhood influence you to use storytelling in
080	your English classes? (9:33)
081	Teacher D: No, it didn't. I don't know (9:40)
082	Interviewer: why? (9:42)
083	Teacher D: because when I was a child I didn't read, my parents didn't read to
084	me and I don't know, my childhood didn't influence the use of storytelling in my
085	classes (10:02)
086	Interviewer: okay, thank you and that's it (10:04)

APPENDIX C: QUESTIONNAIRE

Beliefs about Storytelling and ICT in Primary School Classrooms Questionnaire for ELT Teachers

This instrument was designed to identify ELT Teachers' Beliefs about the use of storytelling in combination with ICT in primary school classrooms to teach English. Please answer all questions widely and do not forget to mention all details.

***Obligatorio**

1. 1. What do you think about the use of ICT in education? *

Marca solo un óvalo.

	1	2	3	4	5	
It is useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It is extremely useful

2. 2. Explain your previous answer *

3. 3. Have you ever used ICT with children in your English courses? *

Marca solo un óvalo.

- Yes
 No

4. 4. Why? *

5. 5. If you answered yes please indicate in which level of study have you used it with children?

Selecciona todos los que correspondan.

- Kindergarten
- 1st Grade (Primary School)
- 2nd Grade (Primary School)
- 3rd Grade (Primary School)
- 4th Grade (Primary School)
- 5th Grade (Primary School)
- 6th Grade (Primary School)

6. 6. Which ICT have you used in your English courses?

Selecciona todos los que correspondan.

- Computer
- Cellphones
- Projector
- Radio
- Television
- Video
- DVD
- Satellite Systems
- E-mail
- Blogs

7. 7. Which of the following ICT materials have you used in your courses? *

Selecciona todos los que correspondan.

- Internet videos
- Internet songs
- Internet images
- Websites to learn English
- Other types of websites

8. 8. Which materials have been more useful? *

Marca solo un óvalo.

- Internet videos
- Internet songs
- Internet images
- Websites to learn English
- Other types of websites
- Educational platforms
- Other

9. 9. In case you have used any educational platform to teach English, indicate which one (s) *

Selecciona todos los que correspondan.

- Blackboard
- Moodle
- Edmodo
- Edooome
- Schoology
- Other

10. If other, explain which other (s)

10. Watch the video about the story "The Bad-Tempered Ladybird", then answer the questions. Link:

https://www.youtube.com/watch?v=NB_DU8MUBA4



http://youtube.com/watch?v=NB_DU8MUBA4

11. 11. How would you implement storytelling and ICT with children? *

12. **12. What topics would you reinforce after using the story "The Bad-Tempered LadyBird"? ***

Marca solo un óvalo.

- Animals
- Time
- Values
- All of them
- Other

13. **If other, explain which other (s)**

14. **13. what activities would you with the story using ICT? ***

Marca solo un óvalo.

- Role Play
- Brainstorming
- Asking questions
- Writing
- Drawing
- Other

15. **If other, explain which other activities**

16. 14. What materias and ICT would you use when telling this story? *

Marca solo un óvalo.

- Book
- Flashcards
- Images on internet
- Movable Pictures
- Audios
- Puppets
- PowerPoint Presentations
- Masks
- Other

17. If other, explain which other materials
