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LISTENING COMPREHENSION AND VOCABULARY LEARNING BY MEANS OF STORYTELLING IN CULTURALLY DIVERSE HIGH SCHOOL STUDENTS: AN ACTION RESEARCH APPROACH

Tesis presentada a la Escuela de Educación de la Universidad de Concepción para optar al grado académico de licenciado en educación y título profesional de profesor de inglés

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A nuestros padres, por hacer posible la meta universitaria y ser *storytellers* por excelencia. A nuestras parejas y hermanos, por su amor y cariño. Su fe en nosotras y en nuestras capacidades han hecho posible llegar a esta instancia. Con humildad, les dedicamos el resultado de nuestro trabajo y compromiso.

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ABSTRACT

The purpose of the present action-research project was to enhance listening comprehension of ninth-grade high school students through the utilization of the storytelling technique. In this study, the participants were 46 students from 2 different Chilean high schools that differ regarding economic and cultural background. Each of the students participated in an 8-week intervention plan, considering six weekly sessions of 45 minutes, in which students listened to 3 different stories based on their cultural context and interests. Along with the stories, they worked on pre-, while-, and post-activities, to boost the students' listening comprehension abilities and vocabulary learning. By the end of the study, the effectiveness of the pedagogical innovation was assessed through listening and vocabulary tests, which were also applied at the beginning of the research, and a perception survey. The findings demonstrate that students developed their listening comprehension skills and improved their lexical competence by using the storytelling technique.

INTRODUCTION

In Chile, the English teaching curriculum aims to develop students' communicative competence, which involves the ability to use the language to communicate in context, using the four skills: reading and listening (the receptive skills) and speaking and writing (the productive skills). The Ministry of Education, in the English as a foreign language (EFL) curricular organization (Currículum Nacional, n/d), indicates that listening comprehension is an ability that must be constantly worked on by students and emphasizes the importance of developing receptive vocabulary knowledge, such as form and meaning, the identification of general and specific ideas of an oral text, and the development of strategies to effectively respond to listening materials.

As the communicative competence is the focus of EFL program for high school students, receptive skills, specially listening, get neglected by educators (Cerezo, 2015; Helwa & Sabry, 2021), because the target is to get students to develop higher-order thinking abilities,

and to acquire receptive skills in a natural, subconscious way (Krashen, 1982). To assess students' performance and to measure their proficiency, in 2010, the Ministry of Education applied the first English national test (Sistema Nacional de Evaluación de Resultados de Aprendizaje, SIMCE). Since then, private schools have consistently achieved the highest results, whereas subsidized and public schools have consistently shown the lowest performance (Agencia de Calidad de la Educación, 2013, 2015). Thus, to tackle this issue, an effective way to improve listening comprehension in learners can be the use of the storytelling technique.

Storytelling plays an important role in human interaction; human beings are constantly narrating stories because they relate to them (Schank & Abelson, 1995). Thus, as students embark on their schoolwork, storytelling becomes a valuable tool for teachers. According to Pennington (2009), by implementing planned scaffolding, by means of realia, visual aids, gestures, and other resources, teachers can effectively encourage students to express meaningful situations and emotions in their lives. Also, learners will

acquire vocabulary if the input provided by the teacher is comprehensible and relevant.

Based on this premise, the aim of this action research was to develop the listening comprehension ability of ninth-grade high school students using the storytelling technique. This action research project will be presented in five sections. In the first section, the description of the school context, the nature of the teaching problem, and the theoretical underpinnings of the study will be introduced. The second section of the report shows the action plan development; here, the objectives of the present AR research, the characterization of the activities, and resources of the action plan will be presented. The third section reports the results obtained from the language tests applied, the in-classroom results, and the findings collected from the perception survey. Later, the fourth section presents the discussion of the results, along with an analysis of the development of the intervention process. Finally, the fifth section presents the conclusions of the present AR project.

1. SCHOOL CONTEXT

1.1. Description of the schools

This AR project took place in two different Chilean schools during the first and second semester of the year 2023. Both educational centers show important differences in terms of background and resources. During the professional teaching practicum, it was observed that students struggled to understand the second language (L2) speech, as listening comprehension is a skill that is not being addressed; even when the four skills are the focus of the English curriculum, receptive skills are being relegated by the educators.

1.1.1. Colegio Teresiano Padre Enrique

Colegio Teresiano Padre Enrique (CTPE) is a catholic, and subsidized- private school located in Nacimiento, an industrial-urban town of the Biobío province, in the 8ᵗʰ region. This educational institution was founded on March 18ᵗʰ, 1995. The school belongs to the Santa Teresa de Jesús Company, from whom they receive their pedagogical and evangelizing inspiration. The hallmarks that sustain

the profile of the students, vision and mission of the school are academic excellence, well-rounded education, community development through learning, and environmental culture.

The main aim of this school is to form a family-oriented community that favors students' autonomy, faith, responsibility, collaboration, and critical thinking, building an environment centered on the values of respect, dialogue, participation, responsibility, and continuous conversion to faith. As a confessional school, they provide a conception of Christian values of the world, people, and culture, encouraging students to develop their full potential around aspects like intellect, emotions, and the spiritual and physical self.

The school maintains 1.213 students from the three macro levels of instruction: Pre-school (Pre-kindergarten and Kindergarten), primary school (from 1st to 8th grade), and high school (from 9th to 12th grade). Each level has two form groups, having 28 forms in total, approximately 45 students per form group.

Regarding infrastructure, the school provides the students with a chapel, an infirmary, a library, a computer laboratory, a science

laboratory, a gymnasium, three courtyards, multipurpose rooms, and a school canteen. In general, classrooms from Colegio Teresiano Padre Enrique are spacious and equipped with a bookshelf, a pinboard, speakers, a projector, a whiteboard, and an open wi-fi network for students and teachers for a more proper use of ICTs.

In this educational institution, the administrative team consists of: a) the legal representative of the organization, who happens to be a religious sister entrusted with the responsibility of overseeing adherence to the guidelines set forth by both the institution and the affiliated church; b) the principal, who oversees the educational community and leads decision making process; and c) area coordinators (coexistence, academic, pastoral, and resources administration). In this last group, there are smaller work groups; there is a team of counselors, who work alongside a psychologist. There is also a team of 16 professionals of the student inclusion program, and an additional group of 2 psychologists, an occupational therapist, and a speech therapist. To additionally support students in the classroom,

there is at least one assistant educator for each form group, from Pre-school to 4th year of primary education.

The teaching staff is organized into various departments, with the English Department comprising three educators. As per the assessment conducted by the English Department, students have a lower-to-medium proficiency level in the English language. However, it is worth noting that this perception could be improved in the future, particularly due to the adverse impact of the COVID-19 pandemic, which has led to a decline in students' English language skills. Furthermore, the school has reported a significant proportion of vulnerable students, accounting for approximately 36% of the student body. This figure is considered high within the school context.

1.1.2. Liceo Intercultural Bilingüe Ralco

The present study was also conducted in Liceo Intercultural Bilingüe Ralco (LIBR). The school is in Villa Ralco, which belongs to the municipality of Alto Biobío. The institution was founded in 2005 to allow students from the area to complete their education without having to leave their town, maintaining a strong connection with their

families, cultural background and the Pewenche communities. The school's Institutional Educational Project (PEI for their Spanish acronym) establishes two educational areas: the technical training area, for students whose goal is to remain in the Alto Biobío area; and sciences and humanities area, for those students whose goal is to continue to tertiary education.

Being an intercultural bilingual school, the Pewenche culture is present in the school's curriculum, which aims to accomplish a comprehensive formative process of the students, who are respectful of their cultural, linguistic, economic, social, and environmental heritage.

The institutional mission is stated as developing a meaningful learning process, using critical thinking and pedagogical strategies to help students build their knowledge and develop their abilities (Liceo Intercultural Bilingüe Ralco, 2021).

The students of this institution are characterized by having a particular cultural identity, formed from the Pewenche world view, according to their values and culture. Chedungun, a language of the

Mapudungun language, is spoken in the communities of the territory and orally transmitted to the students in their homes. In the school, the Chedungun language is commonly used and integrated in the classroom and other educational activities, as well as encouraging the language's learning and use through workshops aimed at the educational staff.

In 2017, a study was undertaken to assess the linguistic proficiency of Chedungun among adolescents residing in Alto Biobío. To accomplish this objective, a customized assessment tool was created, comprising 15 listening comprehension items. The test was administered to approximately 95% of the student population. The resulting scores were subsequently categorized into three distinct levels: low, medium, and high, providing valuable insights into the participants' language proficiency.

The data collected from the evaluation indicated that 22% of the students have a high level of competence and command of the dialect, 23.5% of the students show a medium level of competence and

command of the dialect. Thus, it can be concluded that 45.5% of the test takers are competent speakers of the Chedungun dialect.

The school's infrastructure is relatively new. It was built in the year 2005 to fulfill the need of a secondary education institution in Alto Biobío. The school resources include: seven classrooms, one computer laboratory -equipped with 20 portable computers and 30 tablets-, one library, and two PIE rooms.

Additionally, the school operates as a boarding school from Monday to Friday for students who come from various localities around the province. Due to the geographical characteristics of the territory, the state of rural roads, and extreme weather conditions of the area make daily commuting difficult. The boarding school is equipped to accommodate 120 students, which has become a problem at present, since the number of students who are currently matriculated is the highest in the history of the school.

1.2. Teaching- learning problem

A good development of aural-oral comprehension skills will make it easier to understand any language. Listening comprehension

skills are essential to improve vocabulary acquisition and build on the lexical competence of the target language (Nation, 2001). In the Chilean English classroom, the development of this skill is not given an appropriate amount of time (Tapia-Landino & Bernales, 2018); even when in principle the students receive the main source of listening input from the teacher, the educators seem to frequently use the L1 during the lessons instead of the target language (Duff & Polio, 1990). In addition, the years of pandemic lowered the students' level of proficiency in the English subject, creating gaps in their knowledge of the language, and a delay in their language learning process.

The findings from the 2014 English SIMCE, specifically focusing on listening comprehension, indicate that students achieved a score of 50 points out of 100. The scoring system used is aligned with the Common European Framework of Reference for Languages (CEFR). According to this framework, scores falling within the range of 45 to 69 points correspond to the A1 proficiency level (Agencia de Calidad de la Educación, 2015). Later in 2017, the same test applied to 11th grade students scored 29 points in the listening comprehension

area. Also, in the Estudio Nacional de Inglés report, the Biobío region is said to have only 21,2% of the students reaching a basic to intermediate level of English proficiency (A2- B1 levels, respectively) (Agencia de Calidad de la Educación, 2017). This indicates that not only the country, but also the region, has a deficient rate of listening comprehension.

To assess this issue, the concepts that support this AR research project, namely listening comprehension, storytelling, lexical competence, and interculturality will be presented. Subsequently, evidence on how the schools under observation tackle this problem will be introduced.

1.2.1. Listening comprehension

Any conversation or basic process of communication involves at least two individuals, and two skills: speaking and listening. Only speaking does not comprise communication until what has been said is understood by someone else (Rivers, 1966). From this premise, listening comprehension (LC) is the ability to understand and interpret

the language from a spoken source. This ability also includes other skills and processes.

Despite its importance for communication, in the words of Cerezo (2015), LC is not well addressed at school, and so it has been considered "the poor sister of reading comprehension" (p. 8). As Vandergrift (2007) states, the reasons behind the lack of attention to this ability can be explained by addressing three reasons: the implicit nature of the skill, the ephemeral nature of acoustic sources, and how difficult it is to access the process of this ability.

When it comes to the process of LC, Cárcamo (2018) highlights two models that give a deeper view on the LC process. These not only consider decoding the information, but also illustrating how listeners first perceive and recognize sounds, to then understand, analyze, and comment on the information received. These models were proposed by Edwards (2007), and later by Geranpayeh and Taylor (2013). The first model explains that listening takes place between two levels: auditory periphery and cognitive levels.

Thus, a bottom-up model is presented, which gives relevance not only to convert linguistic signals, but also to include connections between the received message and information that the listener already has, so that he can react to the input. The model also contemplates four stages, which are: First, hearing, transforming the input into physiological information; second, listening, selecting the information received through a conscious process; third, comprehending the information involves the interpretation regarding three different aspects (context, grammar, and language); and fourth, reacting, a process itself that is composed by storing, reasoning, and responding to what has been said. The last stage makes interaction essential between the participants of a conversation, especially the role of the listener while processing the information (Cárcamo, 2018).

On the other hand, the second model is more intricate, it ki97presents the processing of information into two levels: lower and higher. The first one includes phonological, lexical, and syntactic aspects of the language and decoding skills, while the second one refers to the pragmatical and external nature of the information; in

other words, it allows the listener to identify the intentions of the individual who gives the message, monitors the information, processes it, and conveys meaning from it (Gerapanyeh & Taylor, 2013).

1.2.2. Storytelling

Throughout their existence, human beings have felt the need to tell stories. These stories, at first shared orally, and in written form later, transmitted elemental parts of their language, culture, explanations, advice, and many other elements that give meaning to life (Davidhizar & Lonser, 2003). The most important part of stories has always been teaching a lesson to those who listen, mainly children. Since then, storytelling has been used as a didactic tool in the classroom. According to Rezende (2016), storytelling may be defined as a creative human experience that refers to cultural, personal, imaginary, and/or self-aspects through oral or written language. This experience becomes a process in which mental imagery, vocalization, and narrative are used to communicate with an audience that uses the same resources.

The literature states that storytelling in the foreign language classroom is commonly left behind as children grow and progress to higher education levels. As a result, most of the materials and tools available for storytelling in the second language classroom are designed to be used with young learners. In this regard, Rezende (2016) explicitly points out that studies concerning storytelling as a learning tool record its effects mainly on children and recommend that further research should focus on the effects of storytelling on teenagers and adults as second language learners.

Another challenge for this research has to do with the learner's age. When putting this plan into practice, it is important to not forget that teenagers learn languages differently. Children and teenagers present different cognitive abilities, experiences, and maturity (Ozfidan & Burlbaw, 2019). While children are benefited using sensorimotor activities and an implicit approach to grammar and vocabulary, teenagers are more benefited from instructed settings, in which they are provided with explicit instructions (Muñoz, 2010) and

the feeling of a teacher's authority that can be a supporter and a guide (Ozfidan & Burlbaw, 2019).

It must also be mentioned that, as students grow and develop, their interests in learning the language change. According to Morales de la Cruz et al. (2015), students put their efforts into improving their productive skills in the language instead of keep developing their interest into literature, even when literature is an important part in language learning. Thus, they dedicate less time and interest in literary reading and, consequently, literature and its teaching methods and instruments lose their value.

1.2.3. Lexical component

Vocabulary acquisition is considered a good predictor of the learner's second language proficiency (Milton, 2013). According to Mohsen and Almudawis (2020), there is little research that supports the claim that LC is a means of vocabulary acquisition. However, a number of authors propose that LC is directly related to vocabulary learning. In fact, K. Vidal (2011) explains that listening boosts

vocabulary and retention, especially for highly proficient second language learners.

Two important aspects concerning vocabulary knowledge are breadth and depth. Breadth refers to the number of words that learners manage or the most relevant aspects of word's meaning (Nation, 2001); the number of words can be assessed by using different vocabulary tests.

On the other hand, depth involves to what extent a learner in fact knows a certain word (Read, 1993). But what does it take to learn a word, and thus, vocabulary? Nation (2001) illustrates that there are three dimensions regarding learning words: form (phonological and physical aspects; recognizing the structure of the word), meaning (semantic aspects; understanding the definition of the words, connotations, and denotations), and use (pragmatic aspects; it involves how the words are used in communicative contexts).

Hamada and Yanagawa (2023) accentuate that vocabulary is one of the key contributors of LC, explaining that the L2 listening

process theory maintains that listening for second language learners starts with the linguistic process, and continues with the semantic, and pragmatic process, respectively. This explains that vocabulary plays an important role for LC for second language learners. The same authors also point out that poor vocabulary knowledge hinders the linguistic processing. As a result, the whole process of LC gets affected.

Now, how can vocabulary be learned? Vocabulary can be learned intentionally. This means the deliberate commitment to memorize words including their meaning, sound, spelling, and morphological rules; or incidentally, the unconscious selection of words and structures by engaging in communicative activities, especially by reading or listening in the L2. Here, the learners are exposed to a significant amount of authentic material of the target language (Hulstijn, 2003). According to Almagrabi (2021) incidental vocabulary learning through listening serves the learner to develop their vocabulary in a short-term period. Furthermore, Mason et al.

(2009) demonstrated that gains in vocabulary are possible through the storytelling method, merely from presenting words in stories.

1.2.4. Interculturality

To define the concept of interculturality, it is necessary to offer a definition for the concept culture. Although we can find many descriptions from different areas of study, the ones most appropriate for this research are linked to acquisition and learning of English as a second language.

Brown (2014) defines culture as "the context within which we exist, feel and relate to others" (p. 188), and adds that in many cases, acquiring a new language result in acquiring a new culture, and that language and culture cannot be separated without either of them losing their significance to the other.

Following the definition, we can define interculturality as a respectful coexistence between different cultures, creating union and sharing their differences (T.A. Vidal et al, 2022). It is to rebuild what different cultures have in common in a respectful way, valuing social and cultural diversity, to form a more just society (Arias, 2016).

The concept of interculturality can refer to the diversity generated by the phenomenon of migration, and in other contexts it is also used to describe the interactions between First Nations people and descendants of colonizers (Dietz, 2017). Due to the history of our country and the geographical location of the schools, the latter definition is more fitting to the context of the present research project.

According to the national census conducted in 2017, 2.185.792 inhabitants of the national territory consider themselves as belonging to a native group, representing 12.8% of the total population of the country. Within these numbers, the First Nations with the highest concentration are Mapuche (79.84%), Aymara (7.17%), and Diaguita (4.05%) (Instituto Nacional de Estadísticas [INE], 2018, pp. 16-17).

Because of the existence of large percentages of First Nation population and the different cultures that these represent, from the year 2000, the institutionalization of the Intercultural Bilingual Education Program in Chile began. This program aims to incorporate First Nations languages, cultures, histories, and worldviews to improve the quality of education of the country's institutions (Ministerio de

Educación, n. d.), helping develop a citizenry that has a strong understanding and ability to navigate different cultures.

This program, which depends on the División de Educación General, part of the Ministry of Education, has become mandatory for all schools with a more of 20% First Nation people's enrollment (Decreto 280, Artículo 5, 2009).

Interculturality is an essential element in this AR project as one of the schools is located in a region of First Nations communities. Liceo Intercultural Bilingüe Ralco has a high number of students who belong to eleven different indigenous communities; therefore, its educational project is adapted to follow the Intercultural Bilingual Education Program and the educational needs of students who belong to the communities previously mentioned, providing them with contextualized content in each subject that they study.

Additionally, Colegio Teresiano Nacimiento is a school located in a semi-rural town, whose students come from different socio-

economic backgrounds and various places outside of the urban area of the town, commuting to the school every day.

The focus of interculturality in this study is to help students connect with the culture of their land and ancestors, promoting interactions that can keep local and the native culture alive. Additionally, it expected to enhance student's engagement with activities, using the English language in contexts that relate to their daily life and culture. In the case of LIBR, the purpose is to encourage respectful relationships among students who belong to Pewenche communities and to students who do not, and for CTPE to provide the students with an opportunity to approach to their local culture and stories.

1.2.5. The schools and the problem

Currently, the schools under observation are not tackling the listening comprehension issue. In both schools the four skills of language learning are being assessed equally; however, productive skills receive more dedication. Thus, LC does not have a specific dedication time. In LIBR,

classes do not have a communicative approach either, in words of the teacher in charge of the subject, 'it is difficult to apply a communicative approach, because of the given context', the school has a large percentage of grade repeaters (this involves several curricular adaptations), parents have a low level of literacy, and there is an evident lack of interest regarding the English subject.

On the other hand, in CTPE, the focus of English teaching is the communicative approach. However, when students are asked "Do you understand English when you listen to it?" the answer is clear: "No, I get confused" or "No, I don't understand English." According to the teacher in charge of the subject in this school, she manifests that LC is not being assessed directly, and there used to be only a plan regarding reading comprehension.

2. DEVELOPMENT OF THE ACTION- RESEARCH PLAN

2.1. General objectives

This study was expected to be developed as an action- research project that contemplates one research cycle. The main objective that guides this investigation is:

To develop listening comprehension and vocabulary of ninth-grade high school students by means of the storytelling technique in 2 culturally diverse high schools of the Biobío province.

2.1.1. Specific objectives

To carry out the main aim of this pedagogical intervention, the following specific objectives are:

- To determine the level of development of listening comprehension skill of the participating students by means of a listening test.

- To determine the level of students' English vocabulary knowledge through an entry test.

- To examine the effects of the storytelling technique by means of a pedagogical innovation.
- To determine the listening comprehension ability and vocabulary knowledge of the students after the intervention.
- To analyze students' perceptions about the pedagogical innovation.

2.2. Participants

The pedagogical intervention was effectively completed by 46 students from both schools. In the early stages of the project, 97 learners were contemplated. However, due to absences during the process several students were withdrawn from the study. It is essential to recall that the participants are ninth-grade high school students, who belong to two different high schools; Colegio Teresiano Padre Enrique (CTPE) is a subsidized-private school and maintains a medium-high economic background, whereas Liceo Intercultural Bilingüe Ralco (LIBR) is a public institution, with a low economic background.

The number of participant students from each school are presented in Figure 1.

Figure 1

Number of participants from each school

NUMBER OF PARTICIPANTS

22 48% 24 42% CTPE LIBR
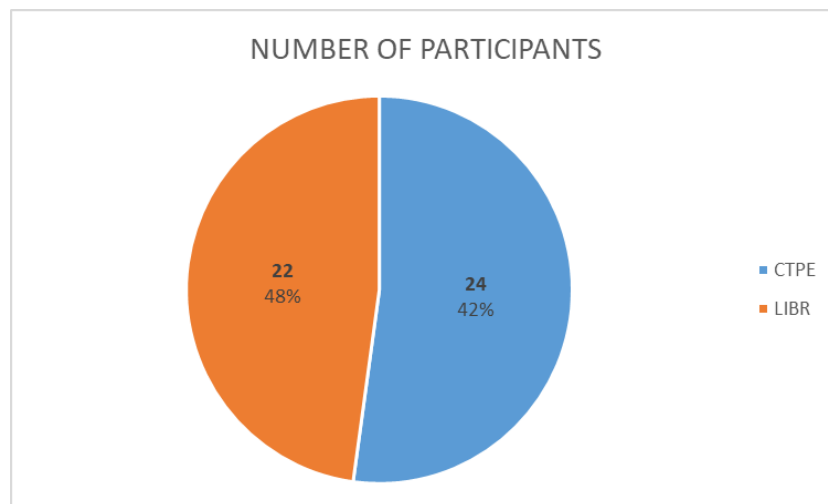
2.2.1. Gender distribution

The distribution of students according to gender[1], per school, is introduced in the figures 2 and 3.

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[1] Note: The term "gender" is used in this study to refer to the biological sex of the students.

Figure 2

LIBR Gender distribution

GENDER DISTRIBUTION
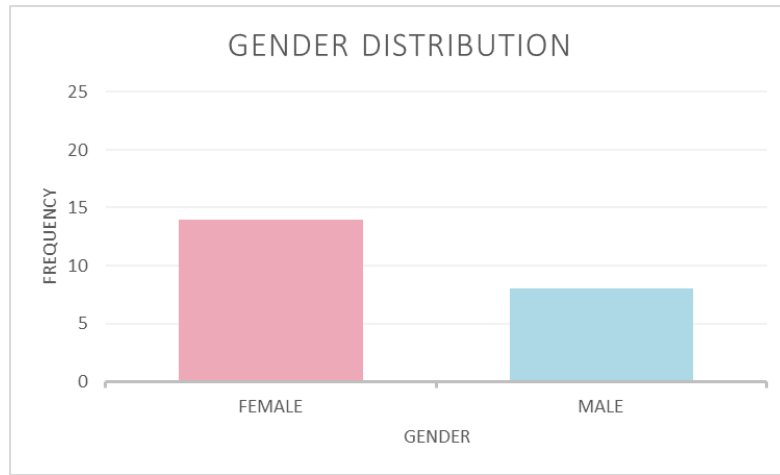
Figure 3

CTPE Gender distribution

GENDER DISTRIBUTION
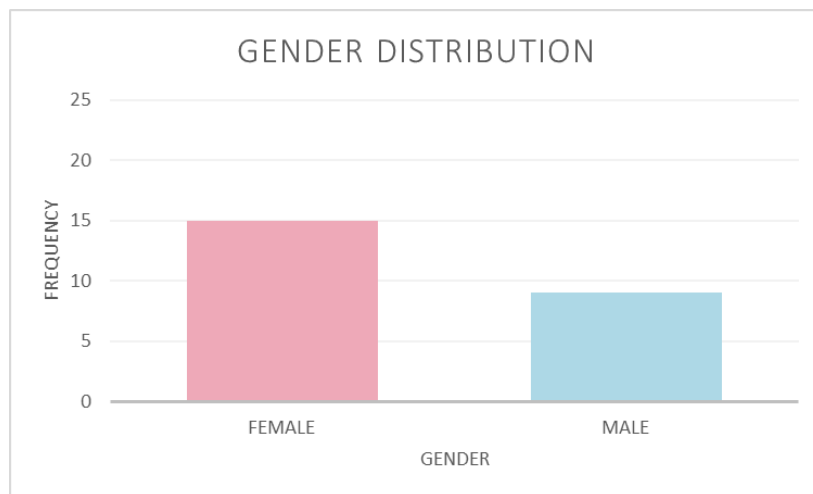
2.3. Characterization of the activities

To collect data in the present study, activities and materials were required. These elements were two language tests, applied at the beginning and end of the intervention. Also, two different surveys: a reading interest survey at the beginning and a perception survey at the end of the pedagogical innovation. Additionally, three stories were applied; each of the stories took two sessions, with pre- and while-listening activities during the first session, and post-listening tasks in the second session.

2.3.1. Language tests

The language tests were applied twice during the present AR project, at the beginning and at the end of the process in both schools. To evaluate progress and effects of the storytelling activities, the results were compared between the beginning and end of this pedagogical innovation. In line with Harmer (2007), these tests allow to assess the students' vocabulary knowledge and to evaluate their receptive skills.

In this study, two different language tests were used: a Vocabulary Levels Test (by Nation, 2001), to measure the students' knowledge of vocabulary, and the listening part of the Key English Test (developed by Cambridge Assessment English, 2018), to assess the students' level of English listening comprehension ability.

2.3.1.1. Vocabulary Levels Test

The Vocabulary Levels Test (VLT) was created by Paul Nation and first presented in Teaching and Learning Vocabulary (Nation, 1990). This test was developed to provide a reliable, accurate, and comprehensive measure of second language English learners' written receptive vocabulary size from the first 1000 to the fourteenth 1000-word families of English (Beglar, 2010). According to Enayat et al. (2018) the test is recommended for measuring the vocabulary size of L2 students, especially those with lower levels of language proficiency and knowledge of higher word-frequency levels.

For this AR project, the first band of 2000 most common words of the VLT was applied. It is made up of six sets of three words, in

which the students must choose the definition that best describes each of the three prompted words. This test took approximately 20 minutes.

2.3.1.2. Key English Test (KET)

The Key English Test (KET) is an exam developed by Cambridge Assessment English. It is a rigorous test that covers the four skills - reading, writing, listening, and speaking - into three tests, each of the exams gives a profile that defines the candidate's overall communicative language level of proficiency (Cambridge Assessment English, 2018).

In this AR project, the A2 KET test was applied, which targets level A2 of the Common European Framework of Reference (CEFR). Attainment of this level means that the students are able to use English to communicate in simple situations (Cambridge Assessment English, 2018). For this research purpose, only the listening exam was applied, in order to know if the students are able to reach the A2 level. In line with Cambridge Assessment English (2018), the listening component of the test consists of 5 parts, and each part in turn consists of 5

questions (with exercises such as: multiple choice, fill in the gaps, and matching) The test has 25 questions total. This part of the test took about 30 minutes, including 6 minutes for answer transfer.

2.3.2. Surveys

Another material used to collect relevant data consisted of surveys. This tool was used to learn about the students' literacy interests at the beginning of the research process, and their perception on the pedagogical innovation at the end of the AR project. Hernández-Sampieri & Mendoza (2018) describe surveys as a set of questions regarding one or more measurable variables.

2.3.2.1. Reading interest survey

At the beginning of the research process, a reading interest survey was applied. Here, students were expected to select the options that better match their preferences regarding stories and literature. The results of the survey allowed to choose and adapt stories, and to elaborate activities that were used in the intervention. According to Harackiewicz et al., (2016), if students experience situational interest,

they increase their attention and engagement with classes and activities.

Thus, the results of the survey helped to capture the student's attention to develop a successful listening comprehension process and enhance vocabulary learning, by applying activities and materials that are appealing to them. This survey was in Spanish since it is not a tool to measure students' English proficiency. Also, the survey took only 10 minutes, with questions such as: *What does reading make you feel? What genre of literature are you interested in?*.

2.3.2.2. Perception Survey

At the end of the pedagogical innovation, students completed a perception survey about three aspects: affective, linguistic, and pedagogical. In general terms, the survey consisted of a 5-point Likert scale response format, with 15 questions. Additionally, the final question corresponds to an open-question type, to obtain more details from students in the answers. Students took 10 minutes to answer the survey.

To ensure the participants understanding of each question, to know their opinions about the pedagogical intervention, and because it is not an instrument that aims to assess the students' English language proficiency, the perception survey was elaborated in Spanish. This material was delivered to students in two formats: Google forms, for students from CTPE; and print out for participants from LIBR. The reason for the latter format is given because the schools do not have the same resources, and in Ralco high school the internet connection is not stable enough to answer the survey properly.

Concerning the first dimension presented in the survey, the pedagogical dimension aimed to establish whether the features of the intervention, such as listening to stories, the use of visual aids, and the development of tasks in the pre-while and post stages contributed to an improvement in the listening comprehension ability and vocabulary learning of ninth-grade high school students. As an example, one of the items presented was *"Fui capaz de participar en las diferentes tareas de la lección."*

Regarding the linguistic dimension, its purpose is to establish whether the students perceive that listening to stories on a weekly basis improved their listening comprehension competence, namely vocabulary learning, contextual reference, identifying main and specific ideas, summarizing, and retelling. For instance, one of the questions was *"Las historias seleccionadas para las clases me han ayudado a aprender nuevas palabras en inglés"*.

The third dimension of the survey -the affective dimension- aims to determine whether the students perceive that listening and completing tasks related to three different stories about their local culture and their own interests on a weekly basis, generate a positive affect; namely confidence, motivation, and attitude. One of the questions in this dimension is *"Las historias seleccionadas para las clases han sido de mi interés."*

The instrument was validated through the expert judgement methodology, where a select group of experts in the domain of English language teaching was asked to assess the questions in terms of three

criteria: Clarity, coherence, and relevance. Once the revision and comments were received, the items were properly adjusted by the teacher-researchers.

2.3.3. Stories

For the development of the present action research project, three stories were selected, edited, and presented to students, according to the results of their interest survey. The stories were accompanied by audiovisual aids elaborated by the practicum teacher-researchers. For each one of the three stories, one video was created, including pictures that represented the story, and the audio narration. The use of audiovisual aids served as integration of ICT to capture the students' interest and make it easier for them to relate words with pictures and sound.

In accordance with Lee et al. (2015), audio-visual aids are useful tools in the EFL classroom, because they can "reduce the anxiety caused by the listening and reading of foreign language stories and to

improve listening comprehension, because the visual cues help deliver the story line and compensate for listening barriers" (p. 586).

The selection of the three stories was connected to the students' interest and the intercultural aspect of the action-research project. The first story was solely selected by the student-teachers, based on the local history and popular culture of the town the schools are located in. The selection of the second and third story was based on the students' interest survey, where the two options with the highest preferences were used.

2.3.4. Tasks

During this action-research project, students worked on learning tasks that enhanced and evaluated their comprehension of the stories. The tasks were divided into 3 stages: pre-, while- and post-.

The first two stages were developed in one 45-minute session, using handouts designed by the student-teachers, in which the participants made predictions about the plot of the story and its

characters, and related the stories to things they have already seen or heard about.

The last stage, post-listening activities, was developed in one 45-minute session, being the stage that takes the most time. In this stage, the students have already heard and familiarized themselves with the stories, being able to complete more complex tasks that include reorganizing, drawing, and writing about the elements that form the story.

2.4. Characterization of the classroom project

During the process of the pedagogical intervention, students worked on listening comprehension activities in three stages: pre-, while-, and post-listening, which contained prediction questions and vocabulary activity sections.

The action plan of the research considered 8 weeks in total, each week included one session. The first and last weekly sessions took 90 minutes to apply both language tests and the reading interest survey in the first session, and the same language tests, but the perception survey

in the last session. The six weekly sessions remaining were used in the three stories. Two sessions were designated for each story: in the first of them, students watched and listened to the stories, and developed activities of pre- and post-listening stages. In the second session the students re-watched and listened to the stories and worked on the post-listening activities, which demanded more time to be developed. For a better understanding of the action plan, an intervention chart is presented below.

Table 1

Intervention plan

Week	Storytelling Unit	Procedure	Time
1	TESTS AND SURVEYS	Students took the following tests and surveys: Language tests: - VLT (Band 2) - KET (Listening part) Reading Interest Survey They were invigilated by the researchers.	Total: 90 minutes - Language test (VLT): 20 minutes - KET test: 30 minutes - Interest Survey: 10 minutes * Students were given two 15 min'-recess between activities.

		Students were shown the first stories: "The tears of the Moon" (in Ralco) and "The Woman on the stone" (in Nacimiento).	
2	STORY I	Before and during the storytelling, students worked on pre- and while- activities (which consisted of predictions about the story, comprehension questions, and vocabulary questions).	Total: 45 minutes
3	STORY I	Students developed the post-listening activity based on the first stories. In a worksheet they explained the sequence of the story through drawings and a short description of each scene).	Total: 45 minutes
4	STORY II	Students were shown the second stories: "Ghost Passenger" (in Ralco) and "Not dead yet" (in Nacimiento). Before and during the storytelling, students worked on pre- and while-listening activities (which consisted of predictions about the story, comprehension	Total: 45 minutes

		questions, and vocabulary questions).	
5	STORY II	Students developed the post-listening activity based on the second stories. In a worksheet they changed the end of the story.	Total: 45 minutes
6	STORY III	Students were shown the third stories: "Two sisters" (in Ralco) and "The new old house" (in Nacimiento). Before and during the storytelling, students worked on pre- and while-listening activities (which consisted of predictions about the story, comprehension questions, and vocabulary questions).	Total: 45 minutes
7	STORY III	Students developed the post-listening activity based on the third stories. In a worksheet they transformed the story into a piece of news, using the most relevant words from the story.	Total: 45 minutes

8	TESTS AND SURVEYS	Students took the following tests and surveys: Language tests: - VLT (Band 2) - KET (Listening part) Perception Survey (about the development of the project) They were invigilated by the researchers.	Total: 90 minutes - Language test (VLT): 20 minutes - KET test: 30 minutes - Perception Survey: 10 minutes * Students were given two 15 min'-recess between activities.

2.5. Resources

The resources for this project were one computer for each student-teacher, projectors, and speakers, accompanied by three different stories and six handouts, two handouts for each story, to improve the students' listening comprehension.

2.5.1. Stories

As explained previously, three stories were selected by the student-teachers, according to the local history and the culture of each school and the students' answers in the interest survey. The three stories were presented in audio-visual format, and the voice narration

was recorded by the student-teachers. Each video was selected and edited by the researchers, to facilitate the comprehension of the stories.

Figure 4

Story: 'The tears of the moon'

Figure 5

Story 'Not dead yet'

2.5.2. Handouts

During the implementation of the intervention, the student-teachers used two handouts for each story the students worked on. The first handout contained the pre- and while-listening stages of the story. In the earlier stage, students answered questions about their own predictions regarding the story based on the title and a picture on the handout, connecting these predictions to their previous knowledge or past experiences. After answering these questions, the students listened to the story once.

In the while-stage, the students read the questions in the while-listening section of their handout. As they listened to the story once, they reflected on what they understood. Then, the students listened the story for a second time. After this, they finished the while-listening section of their handout.

The second handout consisted of one section, the post-stage of the story. This handout involved more complex skills, in which students remembered the story heard in the previous session and

developed activities such as drawing the sequence of the story or changing the ending.

2.6. Evaluation of the implementation

As stated previously, the teacher-researchers implemented instruments such as the language tests (VLT and KET) at the beginning of the intervention process to collect data about the students' level of English proficiency regarding the listening skill, and the verification of the students' vocabulary range.

At the end of the intervention process, both listening tests were re-applied to determine if the pedagogical innovation had a positive effect on the participants' LC skills and their vocabulary range. The initial scores of each participant were compared and then contrasted with the last results obtained, to ensure if the participants increased both areas.

The closure of the pedagogical innovation was the perception survey of the entire process. This survey contemplated three aspects: pedagogical, linguistic, and affective. The opinions and results

obtained from this tool were certainly a good source of feedback from

the students about the pedagogical innovation process.

3. RESULTS

The results presented in the section come from the language tests applied in both schools, Liceo Intercultural Bilingüe Ralco (LIBR) and Colegio Teresiano Padre Enrique (CTPE). It is important to mention that the first application of both tests served as a normality test, in order to know if the data has a normal distribution (the Shapiro-Wilk test), and thus, to know if the schools can be compared in terms of their listening comprehension skills and vocabulary knowledge.

Table 2

Key English Test and Vocabulary Levels Test results for LIBR

Stage	KET	VLT
Pre-test	0.056	0.229
Post-test	0.018	0.421

Note: The values correspond to the p values for the Shapiro-Wilk test.

Table 3

Key English Test and Vocabulary Levels Test results for CTPE

Stage	KET	VLT
Pre-test	0.123	0.115
Post-test	0.081	0.484

Note: The values presented correspond to the p values associated to the Shapiro-Wilk test.

The results from Tables 2 and 3 indicate that the data has a normal distribution, except for the results on the pre-test stage in the KET evaluation of LIBR. However, considering the complexity of the test, and that normality is observed in all remaining groups, it is pertinent to employ the repeated measures ANOVA test, also known as Analysis of Variance. This test determines whether there are meaningful statistical differences between the means of the group, which will be presented in later sections for KET and VLT (Tables 4 and 11).

In addition to checking data normality, the adherence to the sphericity assumption, which ensures that the variability between all the possible pairs of a certain group is consistent, was also assessed. However, this was not met

(p = 0.019). Consequently, the Greenhouse-Geisser correction, which in general terms, is the needed correction that must be applied to make the results of the ANOVA test more reliable, was applied to ensure the validity of the statistical tests in the present analysis.

3.1. Key English Test

The Key English Test (KET) was taken by the 46 students who participated in the study. In this test, the results show whether the students reached the A2 level only regarding the listening skill according to the number of correct answers they achieved. According to MINEDUC (2017), which is in line with the Common European Framework of References for Languages (CEFR, 2020), ninth-grade students should reach the threshold of levels A2 and B1 in the English language.

The results are discouraging. Only 2% of the participants reached the A2 level before the application of the pedagogical innovation. Unfortunately, in the post-test stage, the students did not improve significantly, with only 7% of the students reaching the A2 level in the same language ability. It is

worth mentioning that the test was weighted at 60% demand to be able to pass.

Figure 6

Both schools general A2 level of achievement on KET (Pre-test)

PRE-TEST KET ACHIEVEMENT

1
2%

45
98%

PASSED   NOT PASSED
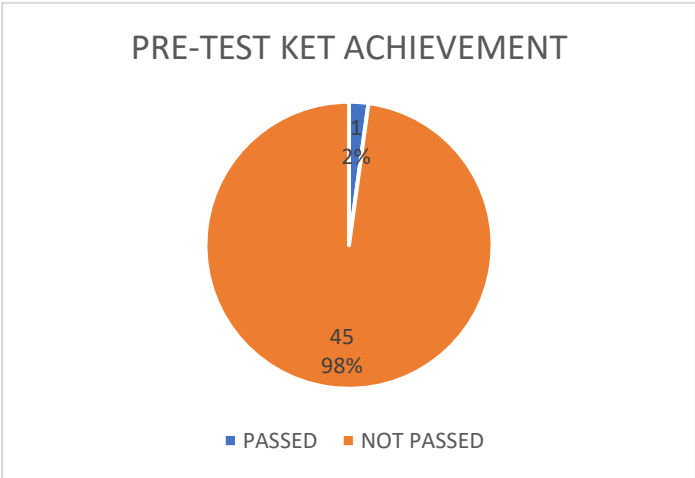
Figure 7

Both schools general A2 level of achievement on KET (Post-test)

POST-TEST KET ACHIEVEMENT

3
7%

43
93%

■ PASSED   ■ NOT PASSED
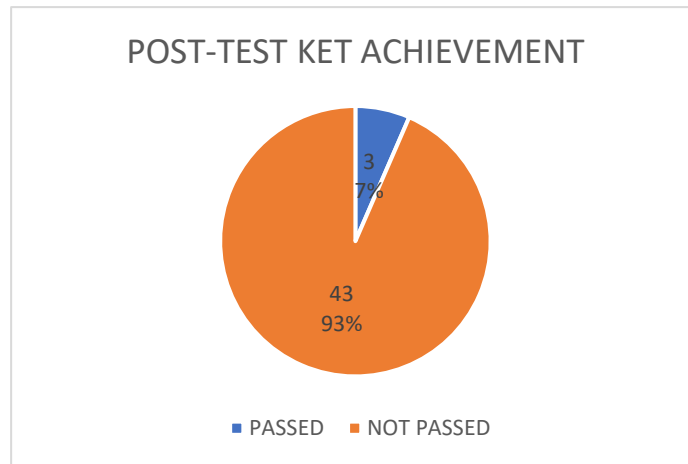
The results per institution will be analyzed separately and in detail.

First, a visualization of the KET test results for both institutions is presented.

Figure 8

Performance of the schools on Key English Test for LIBR and CTPE
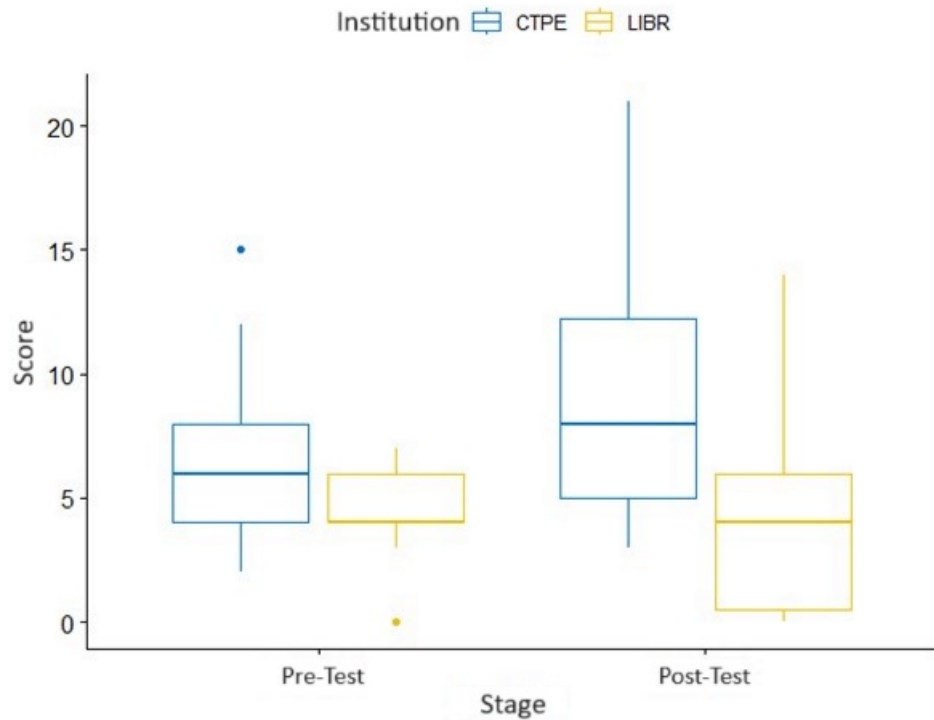
Figure 8 presents a general view of the participants' performance on the KET test for both schools, including the pre and post stage. Based on this figure, it is pertinent to note the presence of outliers, these are points that differ significantly from the rest of the data. In this case, outliers are detected in each school in the pre-test, a student form CTPE with a score of 15 points, and a student from LIBR with the minimum mark. The presence of outliers

is also a requirement for applying the ANOVA test. In line with this, the results of the ANOVA test are as follows.

Table 4

ANOVA test results of the Key English Test

Effect	DFb	DFw	Statistic	*p- value*	*p*<0.05	Ges
Institution	1	44	12.854	0.000839	*	0.185
Evaluation	1	44	4.65	0.037	*	0.023
Institution-Evaluation	1	44	7.376	0.009	*	0.036

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

In this test, three aspects are assessed, the institutions, the evaluation (KET), and the interaction between both variables. This indicates that there are significant differences between institutions and evaluations, and an interaction considering both variables ($p < 0.05$). To identify the differences between groups, an analysis will be conducted to examine both the impact of the test and the effect of the educational setting.

Table 5

Effect of the intervention on the test (for KET)

Evaluation	Group1	Group2	N1	N2	*p- value*
Pre-test	CTPE	LIBR	24	22	0.0173
Post-test	CTPE	LIBR	24	22	0.000568

Note: Some of the acronyms from the table that may need clarification are given here. Group 1= First dataset. Group 2= Second dataset. N1= First dataset's amount of data. N2= Second dataset's amount of data.

Table 6

Effect of the school on the intervention (for KET)

Institution	Group1	Group2	N1	N2	Statistic	DF	*p- value*
CTPE	Pre-test	Post-test	24	24	3.34	23	0.003
LIBR	Pre-test	Post-test	22	22	0.41	21	0.683

Note: Some of the acronyms from the table that may need clarification are given here. Group 1= First dataset. Group 2= Second dataset. N1= First dataset's amount of data. N2= Second dataset's amount of data. DF= Degrees of freedom.

Tables 5 and 6 indicate that there are significant differences regarding the effect of the intervention on the test results ($p < 0.05$). However, while in CTPE there are significant differences regarding the effect of the school on the intervention ($p < 0.05$), in LIBR there are not significant differences

concerning the same effect ($p= 0.683 > 0.05$). Thus, it is not enough to know only one of the variables to predict the participants' success on the intervention, it is needed to know both variables. In other words, the performance of the students differs depending on their school.

At Colegio Teresiano Padre Enrique, 24 out of the 46 students successfully completed the entire intervention process, including the KET test. Detailed results from CTPE for the A2 Level achievement on the KET exam, other key findings, and a gender analysis will be now presented.

The findings on the students' A2 level of achievement on the KET test are shown in Figures 9 and 10 below.

Figure 9

CTPE A2 level of achievement on KET (Pre-test)

PRE-TEST KET ACHIEVEMENT

1
4%

23
96%

■ APPROVED   ■ NOT APPROVED
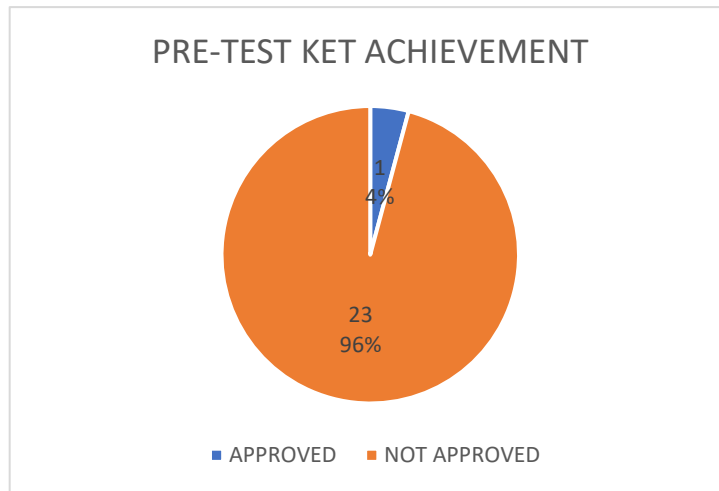
Figure 10

CTPE A2 level of achievement on KET (Post-test)

POST-TEST KET ACHIEVEMENT

3
12%

21
88%

■ APPROVED   ■ NOT APPROVED
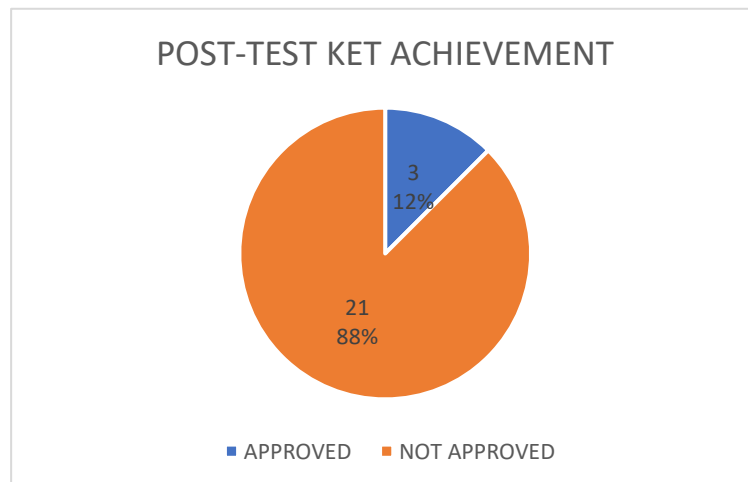
As can be inferred by the figures, the percentage of participants who accomplished the A2 level is low, only with 1 student (4%) reaching the target level. By the end of the intervention, the rate increases to 3 students (12%) who attained the A2 level.

Key findings on this English language test from the pedagogical innovation at CTPE are represented in Figure 11.

Figure 11

Boxplot: CTPE's Key English Test results
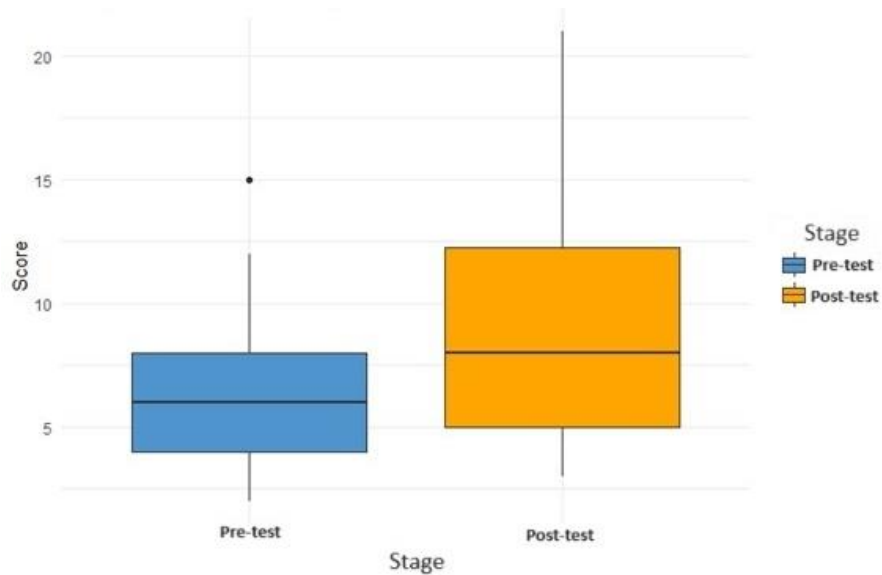
Based on Figure 11, it is possible to assert that the effect of the pedagogical innovation was meaningful and positive at this high school. The

post-test box (in orange) exhibits greater elongation, which means an increased variability in the results compared to the pre-test box (blue), this displays more homogeneity and result concentration in the students' outcome. Additionally, as stated before, an outlier is observed in the pre-test with a score of 15 points. This score is the highest in the group of participants from this school in this stage. Table 7 shows a summary with the most relevant statistics.

Table 7

CTPE summary on Key English Test performance

Stage	Minimum	Mean	Maximum	Standard Deviation
Pre-test	2	6.4	15	3.3
Post-test	3	8.8	21	4.7

It can be stated that there is an increase in the mean values, considering the pre-test stage (6.4) and the post-test stage (8.8). Additionally, the statistical *t*-test asserts that there is sufficient evidence to affirm the presence of significant differences before and after the pedagogical innovation ($p= 0.002 < 0.05$).

As for the gender analysis for CTPE, a comparison was also conducted, to know whether there is any significant difference among female and male students.

Figure 12

Gender comparison on Key English Test at CTPE
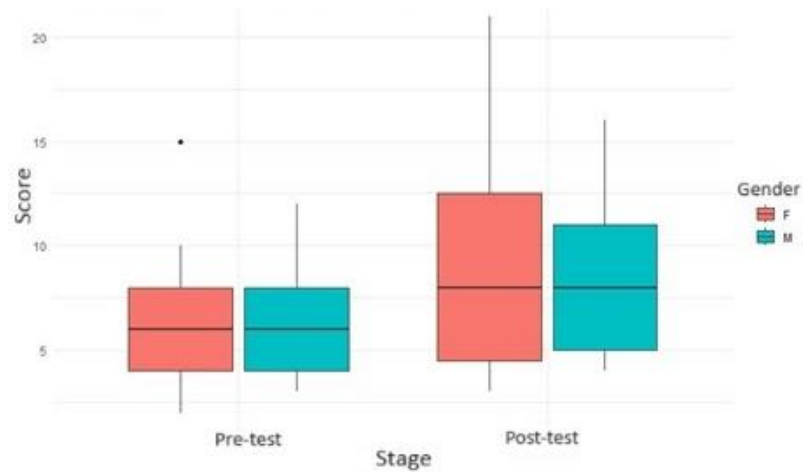
Table 8

ANOVA test for gender analysis on KET (CTPE)

Effect	DFb	DFw	Statistic	*p- value*	*p*<.05	Ges
Gender	1	22	0.011	0.916		0.000418
Evaluation	1	22	9.581	0.005	*	0.075
Gender-Evaluation	1	22	0.079	0.781		0.000671

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

From Figure 12, it can be observed that the median line (in black) is at the same level between male and female students. In this case, it is confirmed that there is not sufficient statistical evidence to assert that there are differences in the evaluation results based on the participants' gender (see Table 8). There is, however, greater variability in the post-test results of the female group. This greater dispersion may be indicative of less concentrated performance in the female group.

For Liceo Intercultural Bilingüe Ralco, KET results show that, out of the 51 students who were considered in the early stages of the study, 22 participants successfully completed the intervention process. Similarly, the A2 Level achievement on the KET exam will be shown, along with other key findings, and analysis on the results concerning the gender of the students.

Findings on the students' from LIBR and their achievement on the exam regarding the A2 level of proficiency on the English language are shown in Figures 13 and 14 below.

Figure 13

LIBR A2 level of achievement on KET (Pre-test)
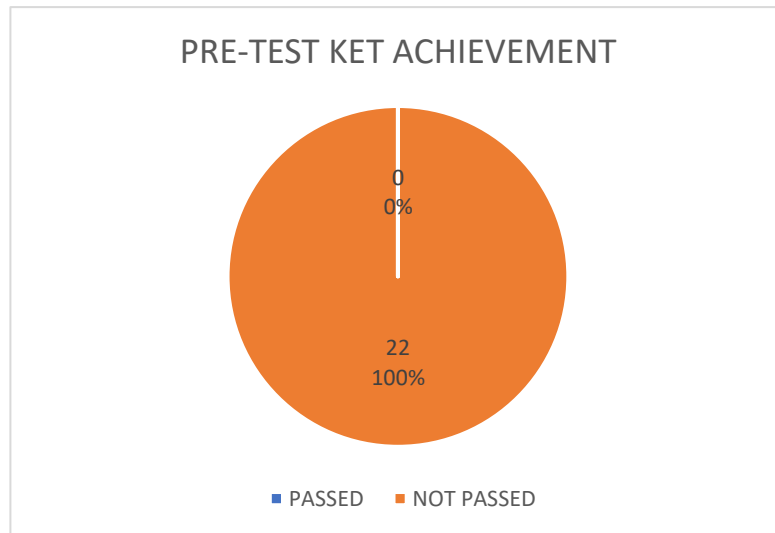
Figure 14

LIBR A2 level of achievement on KET (Post-test)
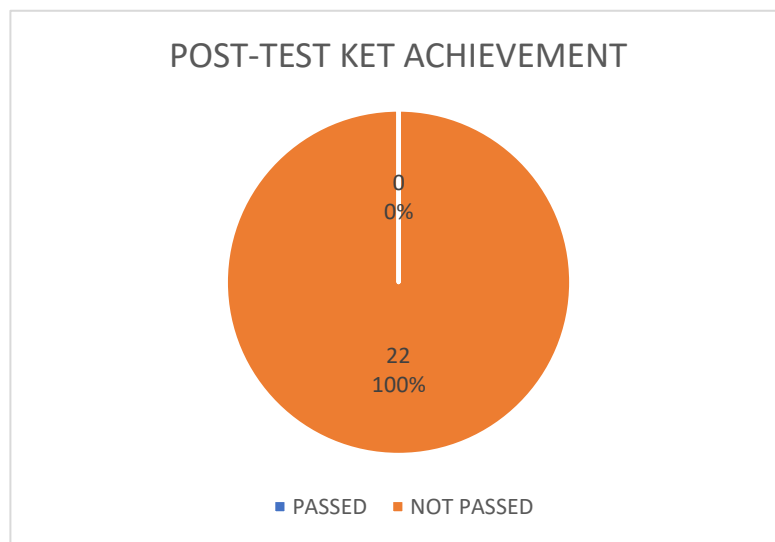
For this scenario, it is seen that none of the students from LIBR reached the desirable level of English proficiency, not in the pre-test stage, nor in the post-test stage. These results align with the key findings below. The main findings regarding the teaching innovation are visually summarized in Figure 15.

Figure 15

Boxplot: LIBR's results of Key English Test
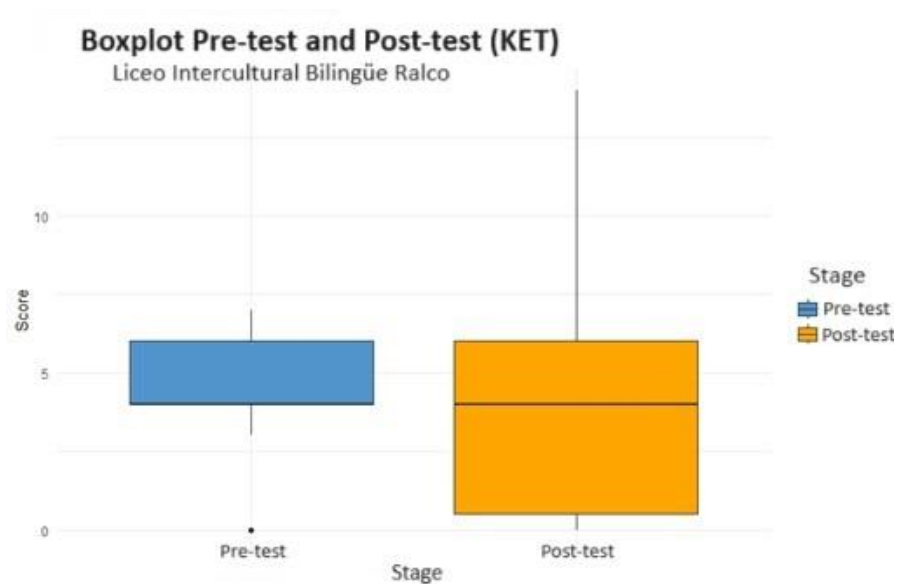
The positions of the boxplot suggest at first glance that there was no significant effect on the score due to the intervention. It was also corroborated through the *t*-test that the null hypothesis could not be

rejected, in other words, there are not significant differences between the pre and post-test stages (p-value $= 0.683 > 0.05$). The post-test box (orange) shows more dispersed data; more specifically, the data clusters below the median line, which remains consistent with the pre-test stage. Furthermore, an outlier stands out that represents a participant who obtained the minimum score in the test. Table 9 presents a summary featuring the key statistics:

Table 9

LIBR summary on Key English Test performance

Stage	Minimum	Mean	Maximum	Standard Deviation
Pre-test	0	4.5	7	1.6
Post-test	0	4.2	14	3.6

Based on the table, it is essential to highlight that the mean values did not increase, on the contrary, they decreased (4.5 in pre-test stage and 4.2 in post-test). Also, it must be noted that there is more variability in the results of the post-test stage than in the pre-test stage.

As for the gender analysis results for LIBR, a gender comparison was also conducted with the same purpose, to establish whether there

are significant differences between male and female participants. The measurements are as follows.

Figure 16

Gender comparison on Key English Test in LIBR
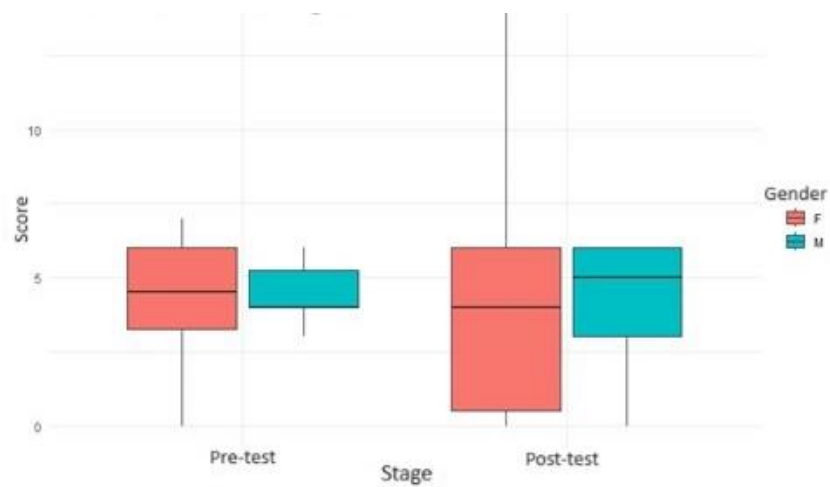
Table 10

ANOVA test for Gender analysis on KET (LIBR)

Effect	DFb	DFw	Statistic	*p- value*	*p*<.05	Ges
Gender	1	20	0.03	0.864		0.001
Evaluation	1	20	0.211	0.651		0.003
Gender: Evaluation	1	20	0.065	0.801		0.001

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

Again, based on Figure 16 and Table 10, there is not enough statistical evidence to claim differences in evaluation results based on the students' gender. Despite the above, it is relevant to note that in the post-test stage, the median line is at a higher level in male participants, compared with the same stage regarding female students. When it comes to female participants, it is also important to note that the results are more dispersed in the post-test.

3.2. Vocabulary Levels Test

The VLT test was also applied to the 46 participants, to know if the students were capable of reaching the 2000 word-family band of words in the English language. The test applied was Nation's 1990 edition, which consists of 6 items organized into 18 multiple choice questions in total. To maintain a test with similar characteristics and number of questions between pre and post-test stages, the items asked to students remained the same; however, the order of the questions was changed.

As the 2000 word-family band corresponds to high-frequency vocabulary (Schmitt & Schmitt, 2014), it is reasonable to expect that A2 level learners would successfully achieve the 2000 band of most frequent words in the English language on the VLT. Taking into consideration the suggestion by Schmitt et al. (2011), learners are expected to know at least 85% of the words in language focus or form-focused instructions; thus, the approval rate for the VLT was set at 85%. In general terms, the participants' achievement on the test is as follows.

Figure 17

Both schools' achievement on the VLT (Pre-test)

PRE-TEST VLT ACHIEVEMENT

1
2%

45
98%

■ PASSED   ■ NOT PASSED
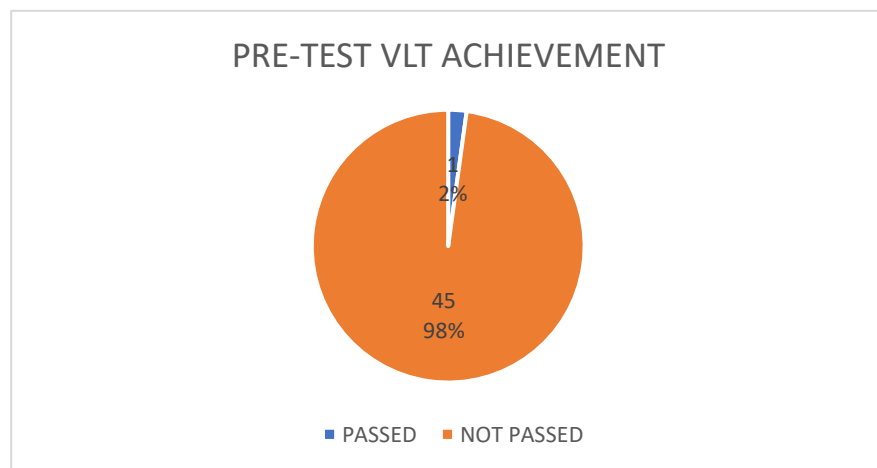
Figure 18

Both schools' achievement on the VLT (Post-test)
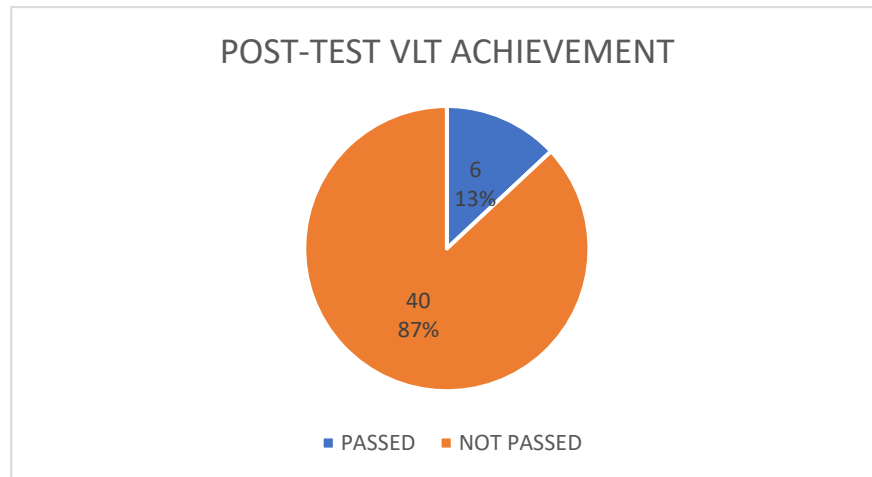
In accordance with the figures 17 and 18, it is relevant to mention that the percentage of achievement between both schools grew, presenting a 2% of attainment in the pre-test and later a 13% of increase in the post-test stage. The results obtained concerning the achievement on the VLT in each school will be examined later on, separately.

Continuing with a general view of the results, the findings on the students' performance on the test considering both schools is as follows.

Figure 19

Performance of the schools on Vocabulary Levels Test
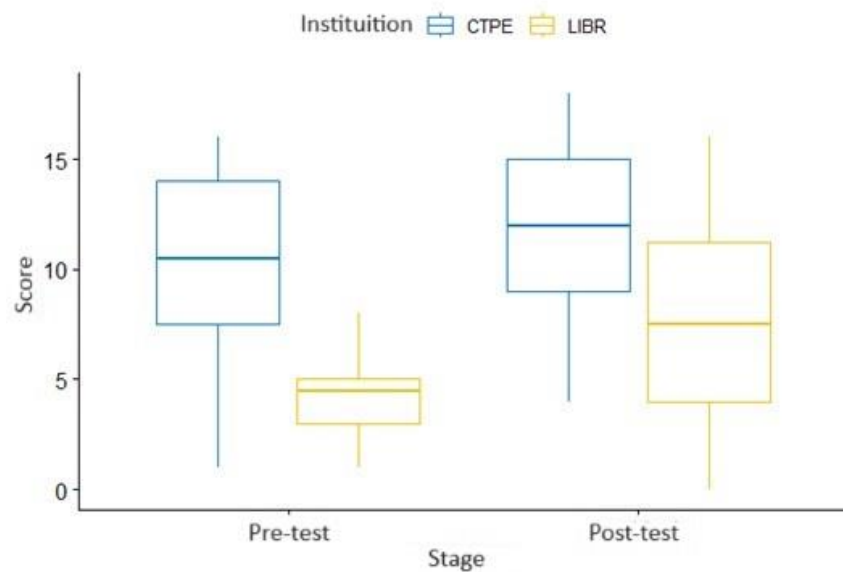
In accordance with Figure 19, both schools improved their performance in regard to their vocabulary knowledge. More prominently, LIBR enhanced their results from the pre-test to the post-test stage. At a glance, the pedagogical intervention seems to have a positive impact on the participants.

The sphericity test was re-applied, indicating a violation of the assumption (0.0006). Therefore, the Greenhouse-Geisser correction is

deemed necessary to maintain the validity of the statistical tests in the study. Thus, the ANOVA test was conducted.

Table 11

ANOVA test results on Vocabulary Levels Test

Effect	DFb	DFw	Statistic	*p- value*	*p<.05*	Ges
Institution	1	44	31.986	1.08e-06	*	0.323
Evaluation	1	44	14.146	0.000496	*	0.099
Institution-Evaluation	1	44	1.66	0.204	NS	0.013

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

In this case, there is not an interaction between the variables Institution and Evaluation. This means that regardless of the institution in which the students are in, the intervention had a positive effect, and irrespective of the stage of the evaluation, the participants from CTPE obtained a higher score. From this, it is necessary to know again for this particular test, the differences between the impact of the evaluation and the effect of the educational context.

Table 12

Effect of the test on the intervention (for VLT)

Study variable	Group 1	Group 2	N1	N2	Statistic	DF	*p-value*	*p*.adj	*p*.adj.signif
Score	Pre-test	Post-test	46	46	-3.68	45	0.000618	0.000618	***

Note: Some of the acronyms from the table that may need clarification are given here. Group 1= First dataset. Group 2= Second dataset. N1= First dataset's amount of data. N2= Second dataset's amount of data. DF= Degrees of freedom. p.adj= Adjusted p-value. p.adj.signif= Significantly adjusted p-value.

Table 13

Effect of the school on the intervention (for VLT)

Study variable	Group1	Group2	N1	N2	*p- value*	*p*.signif	*p*.adj	*p*.adj.signif
Score	CTPE	LIBR	48	44	1.72e-08	****	1.72e-08	****

Note: p-value is being expressed in scientific notation. Specifically, it is equal to 0.000000017. Additionally, some of the acronyms from the table that may need clarification are given here. Group 1= First dataset. Group 2= Second dataset. N1= First dataset's amount of data. N2= Second dataset's amount of data. DF= Degrees of freedom. p.adj= Adjusted p-value. p.adj.signif= Significantly adjusted p-value.

In line with the information provided by the Tables 12 and 13, it must be stated that both *p*-values are under 0.005 (Table 12: *p*-value = 0.000618 and Table 13: *p*-value = 1.72e-08). This implies that there is strong evidence to reject the null hypothesis, and that the groups do not differ significantly. Thus, it is concluded that both the intervention and the institution have an effect on the students' performance, but each one independently. Consequently, the participants' performance on the Vocabulary Levels Test is presented in detail.

At CTPE, 24 students effectively took the VLT. As presented before with the KET, the same aspects are introduced, the achievement on the VLT, key findings, and a gender analysis of the findings. The results on the students' achievement on the VLT from CTPE are as follows.

Figure 20

CTPE achievement on the VLT (Pre-test)
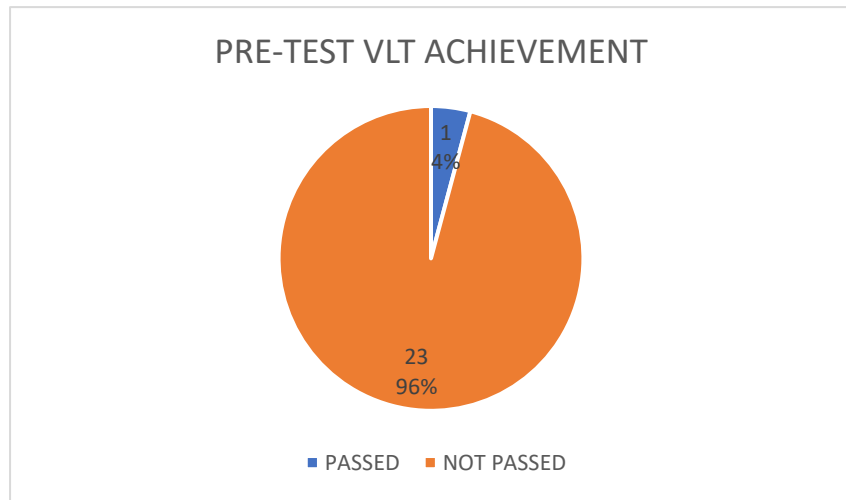
Figure 21

CTPE achievement on the VLT (Post-test)
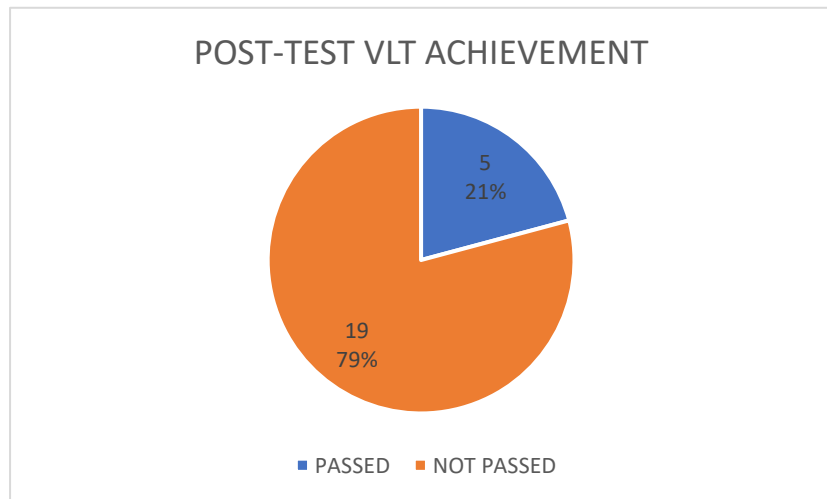
According to the Figures 20 and 21, there is an increase of the students who achieved the 2000 band of high-frequency words in the English language. In the pre-test, only 1 student (4%) was successful and attained the 2000 words. On the other hand, after the intervention in the post-test, 5 participants (21%) improved their results and reached the expected band of words. The main results of the intervention process and the tests are summarized in Figure 22 below.

Figure 22

Boxplot: CTPE's Vocabulary Levels Test results
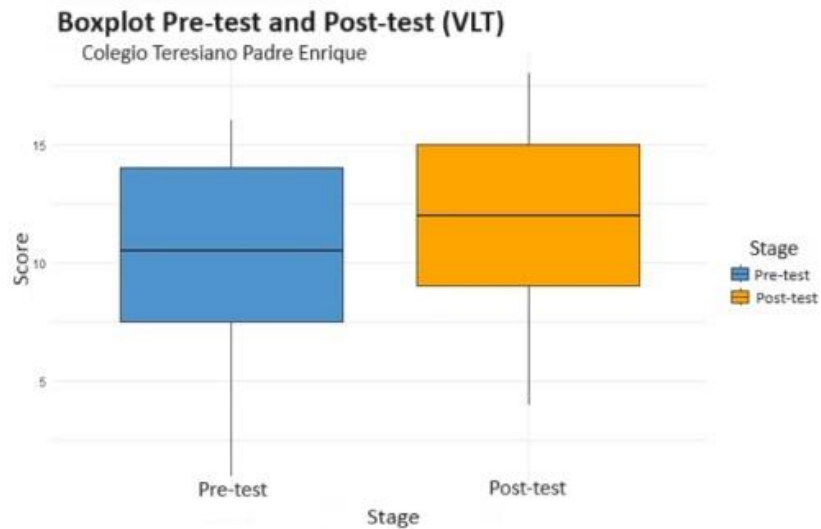
At CTPE, the intervention did not have an effect on the participants' performance on the VLT test, meaning that there were not statistically significant differences between pre and post-test stage (p-value = 0.086). However, the variability of the scores did not increase significantly, which suggests that the effect was somewhat more consistent and less random. Additionally, according to the Figure 22, it is possible to observe that the dispersion of the data was maintained. For a more detailed comprehension, see Table 14.

Table 14

CTPE summary on Vocabulary Levels Test performance

Stage	Minimum	Mean	Maximum	Standard Deviation
Pre-test	1	10.1	15	4.1
Post-test	4	11.7	18	3.9

It must be emphasized from the table that the mean values did not increase significantly (pre-test: 10.1 and post-test: 11.7). In other words, the participants did not improve their results regarding vocabulary knowledge statistically speaking, however, a positive

tendency can be observed, as there are higher minimums and maximums scores in the post-test.

As previously done with the KET exam, the gender comparison is also presented, which was undertaken to detect if there are significant distinctions between male and female participants concerning the VLT test. The findings are as follow.

Figure 23

Gender comparison of Vocabulary Levels Test in CTPE
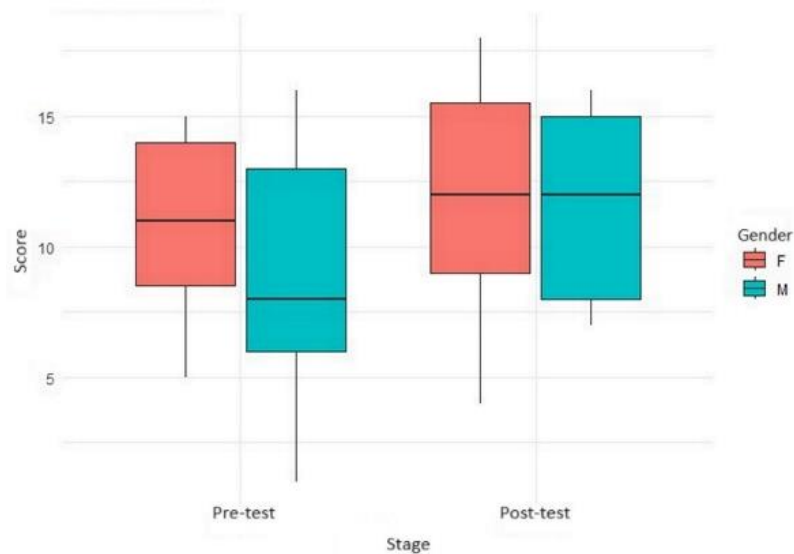
Table 15

ANOVA test for Gender analysis on VLT (CTPE)

Effect	DFb	DFw	Statistic	*p- value*	*p<.05*	Ges
Gender	1	22	0.302	0.588		0.009
Evaluation	1	22	3.344	0.081		0.044
Gender: Evaluation	1	22	0.251	0.621		0.003

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

According to Figure 23 and Table 15, there are no significant differences between female and male participants concerning their performance on the VLT. On the other hand, it is worth mentioning that the median for male students increases considerably between pre- and post- test stages.

In LIBR, 22 participants answered the VLT test. To better understand the analysis, the students' achievement on the VLT test will be introduced, along with key findings, and a gender analysis.

The findings obtained from LIBR students on the achievement on the

VLT test can be observed as follows.

Figure 24

LIBR achievement on the VLT (Pre-test)
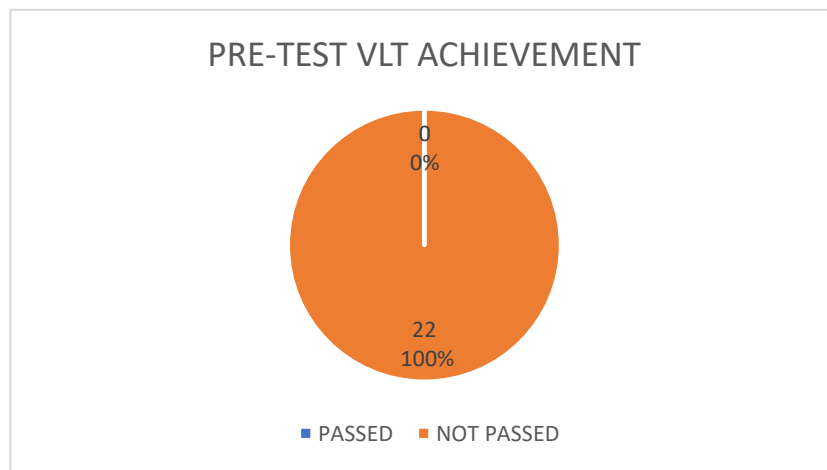
Figure 25

LIBR achievement on the VLT (Post-test)

POST-TEST VLT ACHIEVEMENT

1
5%

21
95%

■ PASSED   ■ NOT PASSED
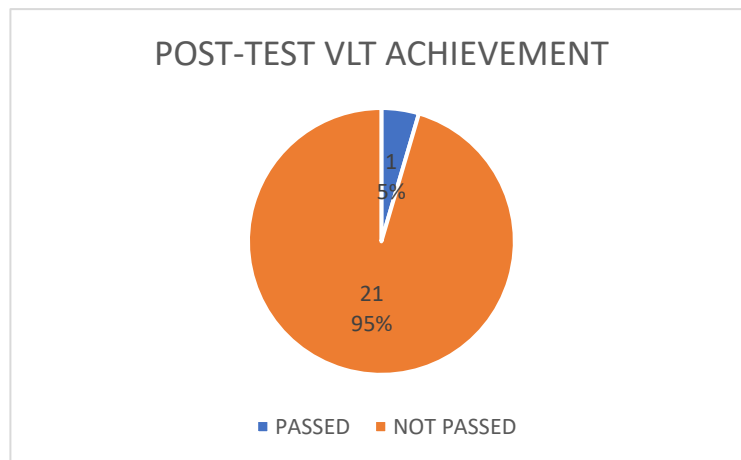
As shown in figures 24 and 25, in the pre-test stage none of the students achieved the 2000 band of most frequent word families in the English language, and after the pedagogical intervention, only 1 student (5%) obtained the expected band of words from the VLT. However, it is relevant to highlight that on this test, the participants from LIBR performed better and increased their scores. This will be fully explained in the following section. The most relevant findings of the intervention carried out in LIBR are presented in general terms in Figure 26 below.

Figure 26

Boxplot: LIBR's results of Vocabulary Levels Test

Boxplot Pre-test and Post-test (VLT)
Liceo Intercultural Bilingüe Ralco
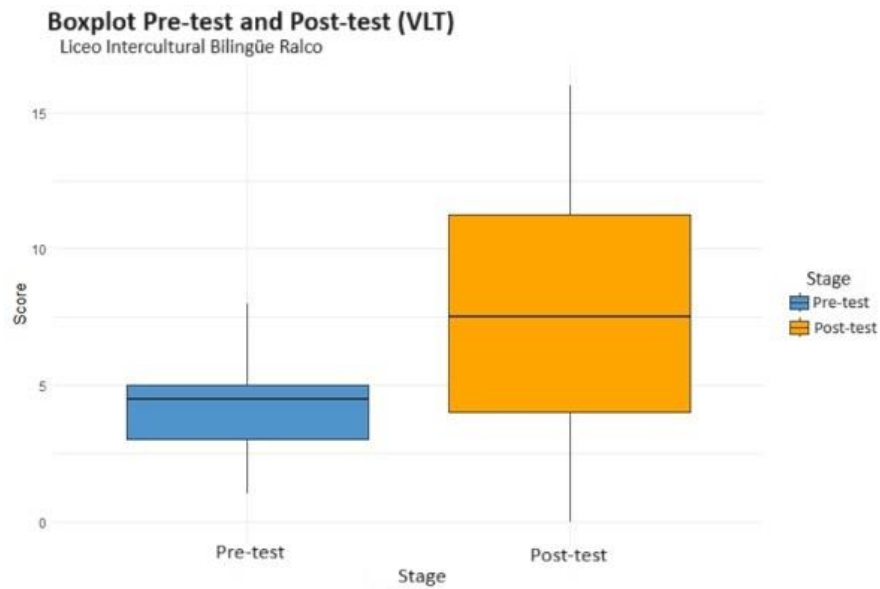
In this case, it can be stated that the intervention had a positive effect on the students' performance regarding the VLT test. This means that there are significant differences between the pre and post stage (p-value = 0.002). In short, the intervention served the students as a way to improve their vocabulary knowledge. In addition to the Figure 26, Table 16 provides more specific information.

Table 16

LIBR summary on Vocabulary Levels Test performance

Stage	Minimum	Mean	Maximum	Standard Deviation
Pre-test	1	4.1	8	1.7
Post-test	0	7.5	16	4.7

From Table 16, it is pertinent to highlight the increase on the mean values, where the pre-test shows 4.1, and after the intervention in the post-test, participants reached 7.5. In simple terms, the students improved their vocabulary knowledge after the intervention.

Once again, a gender analysis was carried out in LIBR, with the aim of trying to establish differences between the male and female participants of the study.

Figure 27

Gender comparison on Vocabulary Levels Test in LIBR
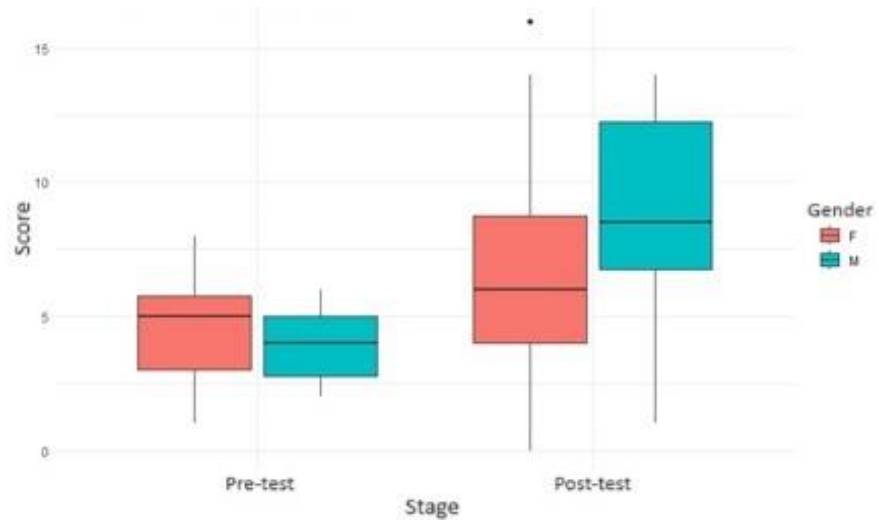
Table 17

ANOVA test for Gender analysis on VLT (LIBR)

Effect	DFn	DFd	F	p- value	p<.05	ges
Gender	1	20	0.246	0.625		0.007
Evaluation	1	20	13.339	0.002	*	0.205
Gender-Evaluation	1	20	1.086	0.31		0.021

Note: Some of the acronyms from the table that may need clarification are given here. DFb= Degrees of freedom between groups. DFw= Degrees of freedom within groups. Ges= Greenhouse-Geisser correction

According to the statistical analysis, statistical differences were not found between male and female participants (*p*-value > 0.05). However, by observing the figure and the table (see Evaluation in Table 17) it can be noted that male students present higher results than female students in the post-test stage; and the median line corresponding to male post-test box is closer to the top of the female post-text box.

3.3. In-classroom results

As stated earlier in the present research, students also worked on handouts during the process of the pedagogical intervention. While students listened to three different stories presented in the different sessions, they engaged in the development of two handouts per story, each one organized into stages: the first handout concerning the pre- and while-listening stage, that included open questions and vocabulary questions; and the second handout regarding the post-listening stage, which demanded higher-processing linguistic abilities from students,

such as presenting the sequence of the story, changing the ending of the narrations, and creating a piece of news based on the stories.

The handouts became an essential resource that supported the findings of this AR project. For this reason, each of the handouts was assessed by the researchers, using the same instruments to evaluate both groups of participants: two rubrics, one for the pre- and while listening stage, and the other for the post-listening stage, with 21 points, using the scale from 1.0 to 7.0 as criteria to grade the students. Each handout was averaged out to obtain a mean value that would represent the group of participants' performance in each of the stories.

Here, (Figure 28) a general analysis on the handouts' assessment is presented, including both schools. The "pre/while_S1" and "post_S1", for instance, correspond to the first and second handout related to the first story, respectively.

Figure 28

Handouts results during the intervention process
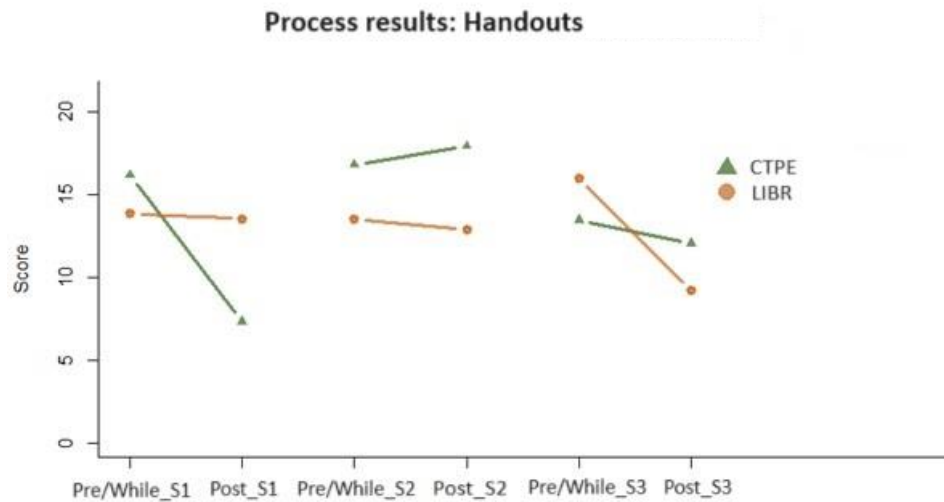
In this case, the normality was rejected on most occasions. Thus, it was not possible to apply the ANOVA test as done previously. Consequently, the Wilcoxon test, that is used to compare two related groups and determine whether the data distribution is different, was applied, along with the Shapiro-Wilk test, which is presented as follow.

Table 18

Shapiro-Wilk test on Process results

Institution	Test	Variable	Statistic	*p*
CTPE	Score_post1	score	0,87	0,010
CTPE	Score_pre1	score	0,87	0,011
LIBR	Score_post1	score	0,86	0,005
LIBR	Score_pre1	score	0,88	0,012
CTPE	Score_post2	score	0,52	0,001
CTPE	Score_pre2	score	0,94	0,245
LIBR	Score_post2	score	0,87	0,007
LIBR	Score_pre2	score	0,90	0,026
CTPE	Score_post3	score	0,80	0,001
CTPE	Score_pre3	score	0,74	0,000
LIBR	Score_post3	score	0,88	0,012
LIBR	Score_pre3	score	0,75	0,002

A pattern for both schools during the performance of the activities cannot be distinguished. However, there are certain changes from one session to another that are interesting to examine. Initially, in the first session, a setback in CTPE (*p*-value = 0.00006) can be observed, then the group maintains a higher score in the second session. Thereafter, there is a slight setback which is not significant in the third lesson.

On the other hand, LIBR´s participants maintain their results in the first and second instances, but in the third session after a higher score in the pre-while listening stage, there is a significant decrease in the results in the post-listening stage (p-value = 0.004). This can be clearly seen in Figure 28.

3.4. Perception survey

The perception survey was used as a complementary instrument to gain insights into the students' opinion about the intervention process. The survey takes three different dimensions into consideration: pedagogical, linguistic, and affective. The pedagogical dimension provides information about what the students learned, and the strategies used in the intervention, the linguistic dimension provides information about their development in their vocabulary language and listening ability, and lastly, the affective dimension provides information about the students' feelings towards the intervention.

In Figure 29 we can observe an overall positive response from the students in all 3 dimensions of the survey. The pedagogical dimension of the survey, corresponding to statements 1, 2, 3, 4 and 5, shows that 49% to 60% of the students believe that they could participate in the activities surrounding the stories, and that these helped them to acquire new reading strategies and vocabulary in English.

The linguistic dimension of the survey, corresponding to statements 6, 7, 8, 9, and 10, indicates that 49% to 67% of the students think that the stories and the activities led them to understand what they listen to in English, as well as inferring what new words mean through their context, improving their level of English.

Students' answers to the affective dimension, corresponding to statements 11, 12, 13 and 14, demonstrate that 51% of students consider the storytelling technique as interesting to them and that the stories helped them to appreciate the culture of the place they live in more. Regarding statement number 11 "*The stories selected for the*

lessons have been of interest to me", we can observe that answers were almost equally distributed, as 37% of students agreed, 33% of students disagreed and 30% were neutral to the question.

Figure 29

Perception survey results
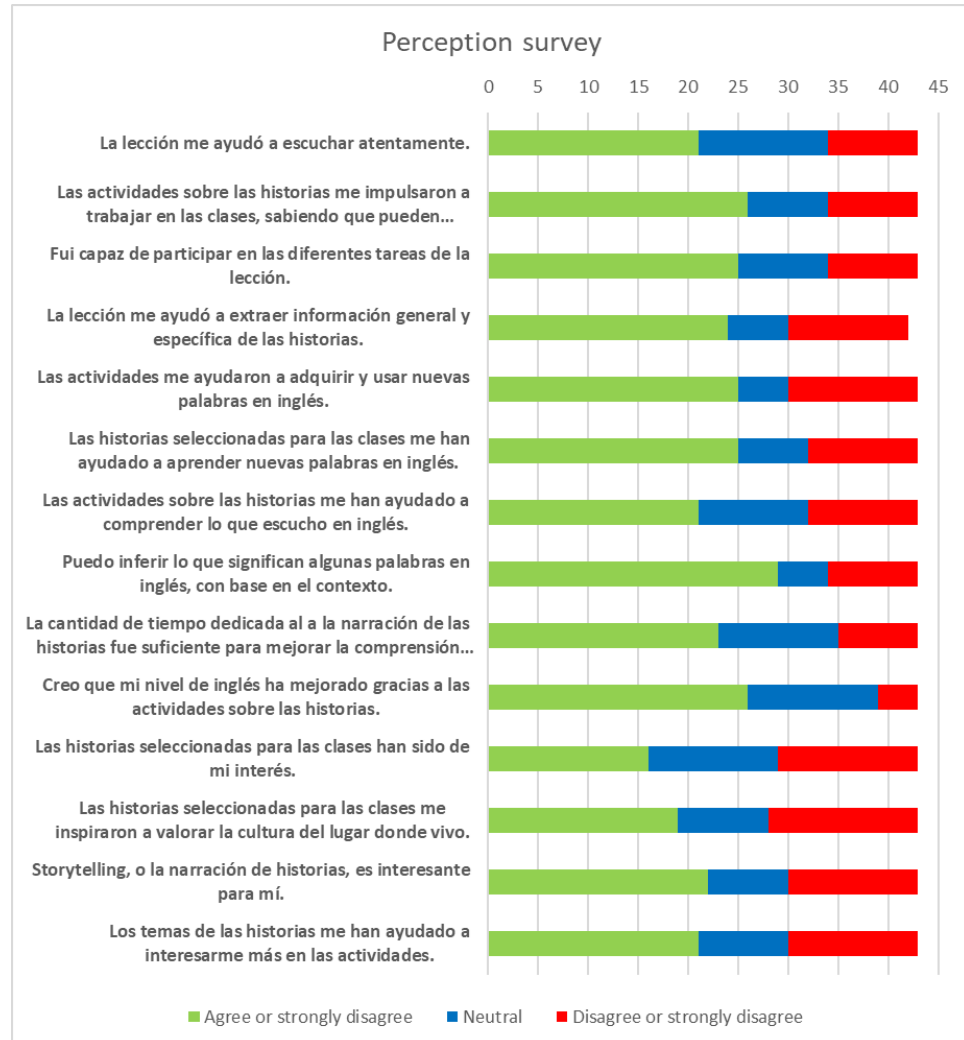
Finally, an open-ended question was included at the end of the perception survey for students to provide feedback about the intervention, expressing their opinion in their own words.

Figures 30 and 31 show the most frequent opinions corresponding to positive and negative comments. According to the comments, 85% of students are satisfied with the intervention. Among these comments, 28% of students stated that they found the lessons entertaining, which motivated them to work, 15% of students found the lessons interactive and engaging, and, as expressed by another 15% of the students, the lessons helped them learn new things.

A smaller group of students (9%) were not satisfied with the experiences involving the intervention. As shown in Figure 31, 15% of students indicate that the quality of the listening audios was not clear enough and 6% of students expressed satisfaction with the genres or themes of the stories. Also, only 6% of the students expressed a neutral opinion about the intervention, without positive or negative feedback.

Figure 30

Positive student feedback about the intervention
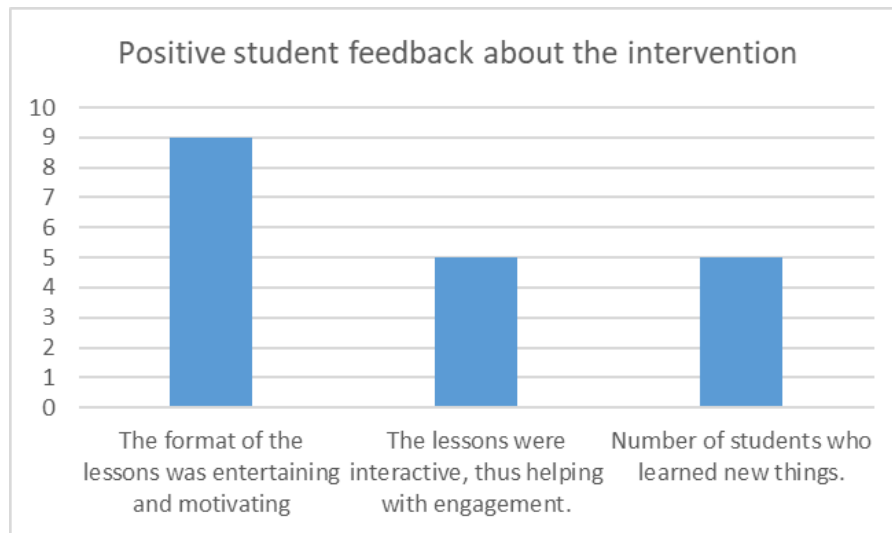
Figure 31

Negative student feedback about the intervention
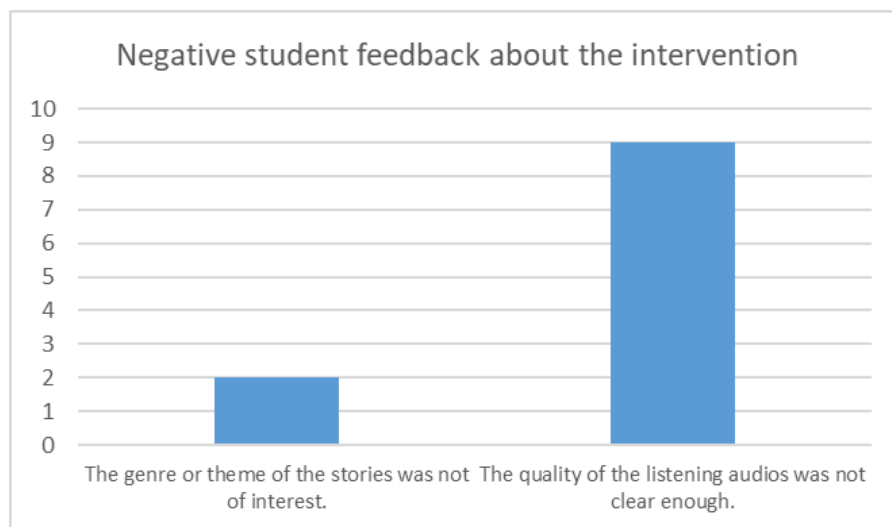
Figure 32

Correlation of all survey dimensions and KET score in LIBR
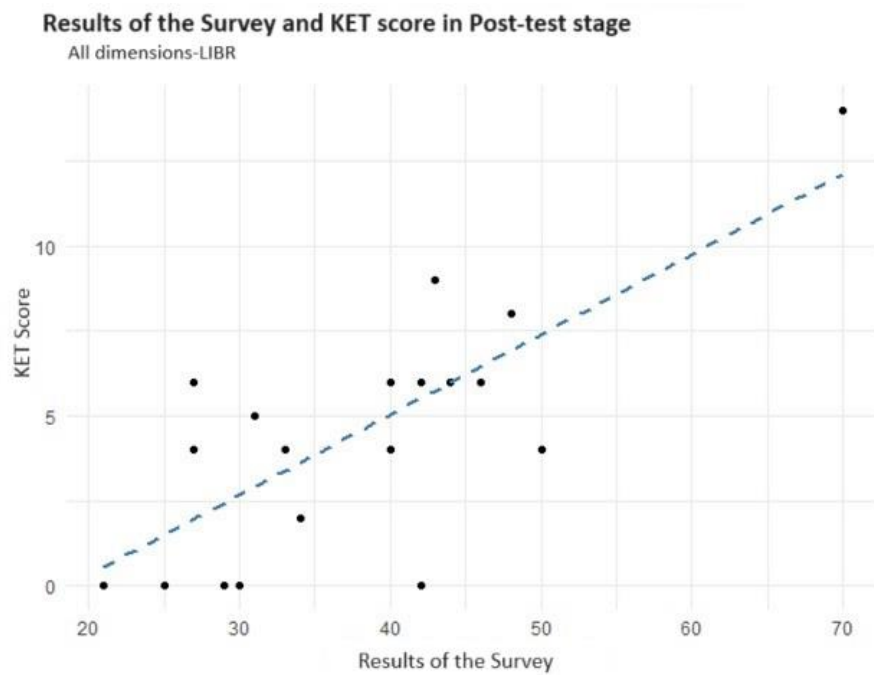
Figure 32 presents a positive correlation between both results, which was demonstrated by the Pearson test, obtaining *p*-value= 0.0001. These results suggest that the more positive the students' reception of the activity, the higher their scores, and that those students who showed more interest in the activities obtained better results.

In comparison to Figure 32, Figure 33 shows the correlation between the survey and KET test in students of CTPE. In this case, the

correlation between the students' perception and performance was also

positive but not significant, except for the pedagogical dimension and

KET test (see Figure 34), although the level of significance for all

dimensions was 0.1 and 0.4 for the pedagogical dimension.

Figure 33

Correlation of all survey dimensions and KET score in CTPE
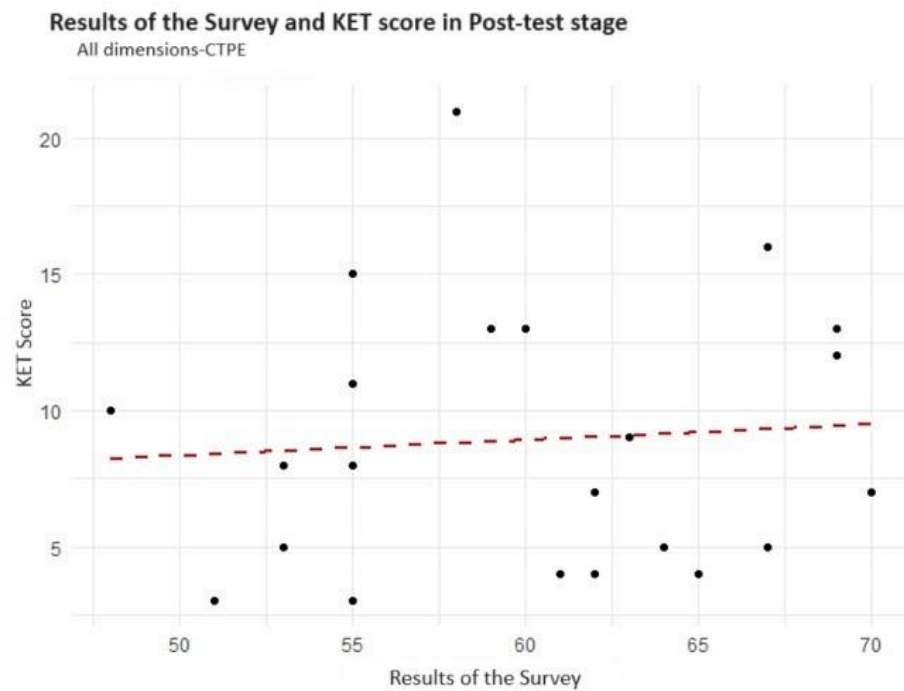
Figure 34

Correlation of the pedagogical survey dimension and KET score in

CTPE

Results of the Survey and KET score in Post-test stage
Pedagogical dimension-CTPE
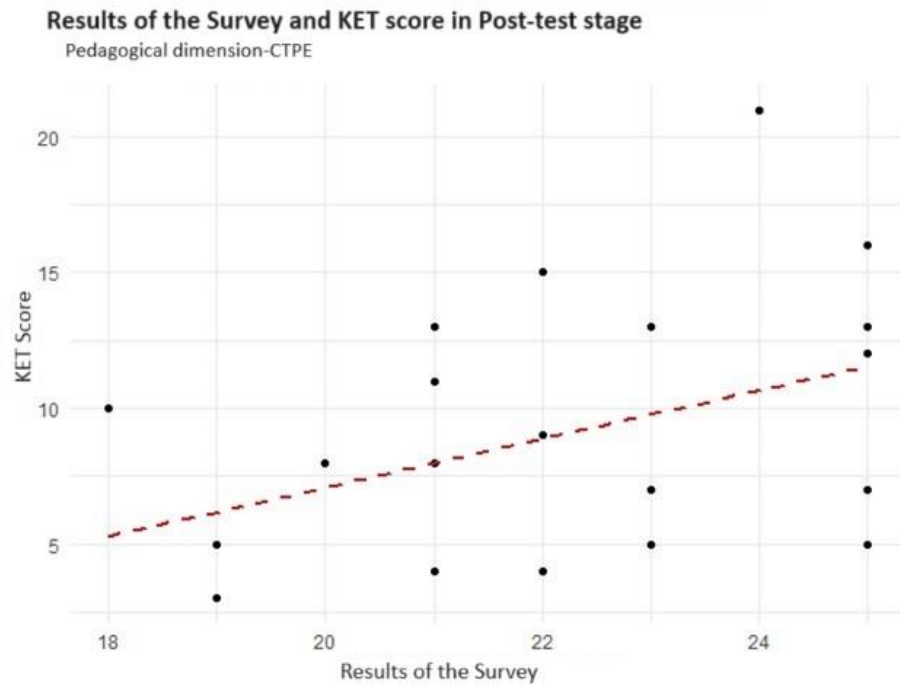
Subsequently, some representative comments that the researchers obtained from the participants concerning the open-ended question are presented below.

CTPE-S5: Me encantó bastante la asignatura, se hizo mucho más entrenida a mi parecer, además la profe Consuelo es bastante simpática. Algo que no me gusto fue que el audio se escuchaba mal y era complicado que todos se quedaran en silencio o no se rieran, pero al final se pudo realizar la actividad gustosamente. Algo que cambiaría sería el parlante por alguno que sea un poco más potente en términos de audio, me llevo más cosas buenas que malas y ojalá pueda seguir teniendo más clases con mismas temáticas.

CTPE-S6: A mí me gustaron mucho las clases, eran motivadoras gracias a las distintas actividades propuestas y logré aprender mucho.

LIBR-S8: Me gustan las actividades pero no sé leer ni escribir en inglés y es muy difícil entender, pero pude conocer más palabras.

LIBR-S10: Me gustó la historia. No me gusta retroceder todo el video. Me gustaría que fueran historias de terror.

In synthesis, the schools under observation are significantly different, thus, they can be compared (see tables 2 and 3). By applying the required statistical corrections, it was possible to observe those differences within each one.

The KET results show that a small percentage of students (7% total) reached the A2 level on the listening ability, who belong only to CTPE. Participants from this institution improved their listening comprehension skill by showing an increase from a mean value of 6.4 to 8.8. Besides, despite the fact that the gender of the students is not a significant effect regarding any of the tests applied, female students show a better performance tendency on the test than their male counterparts (as shown in Figure 12). On the contrary, students from LIBR did not excel on this exam; at the beginning of the intervention, they presented a low performance, with a 4.5 as mean value, to then decrease that result to a 4.2 after the intervention. Furthermore, none of the students from LIBR reached the A2 level in any of the opportunities.

When it comes to the VLT, 13% of the participants reached the band of the 2000 most frequent words in the English language; 21% of the students

from CTPE achieved the 2000 band of most frequent word-families, and 5% of the participants from LIBR accomplished the desirable level. Students from CTPE improved their results, but not significantly, presenting at the beginning of the study a 10.1 mean value, and 11.7 as mean value by the end of the pedagogical intervention. On the contrary, LIBR students showed better and more significant results concerning the VLT, with a mean value of 4.1 at the beginning of the pedagogical intervention, and a 7.5 as mean value at the end of the process. Additionally, male students from this school obtained better results in the test after the intervention, outperforming female participants (see Figure 27).

The findings regarding the in-classroom process show that both schools had a different performance that could not be compared. CTPE demonstrated a deficient performance considering the first story, improving considerably in both stages of the second story, to then decrease their performance on the third story. LIBR, on the other hand, presents a positive performance in the tasks of the first and the second story, whereas in the third story, they lowered their performance and average grade point. In other

words, the results of the students' in-classroom performance from LIBR were more consistent than the results obtained in CTPE.

Finally, according to the students' answers in the perception survey, it can be stated that the intervention had a positive reception and a beneficial impact. The three dimensions measured in the perception survey - pedagogical, linguistic, and affective-, showed a high number of students who were satisfied with the process.

The open-ended question at the end of the survey showed that 85% of students perceived the intervention in a positive way, describing it as entertaining, interactive, and helpful for learning. Only 9% of students were not satisfied with the audio quality and the stories presented.

4. DISCUSSION

The present study aimed to develop listening comprehension and vocabulary of ninth-grade high school students by means of the storytelling technique in two culturally diverse high schools. The findings of this investigation suggest that the storytelling technique can be used with ninth-grade students, improving their listening comprehension skills and their vocabulary knowledge. This goes in line with the previously mentioned recommendation of Rezende (2016), who proposed the use of the storytelling technique with different age groups, ranging from teenagers to adult learners. During the development of this AR project, both schools under observation had important differences, starting with their cultural background, which is one of the reasons that explains the participants' performance.

The simultaneous realization of the intervention in two different schools allowed to observe different results by using the same teaching method. This aspect can be considered as an advantage that can assist the improvement of the storytelling technique in the classroom if educators decide to implement it with the students. In both schools, it was possible to see that students were

not used to practicing their listening skill in a conscious way, which posed a challenge for them to listen to the language through material that was chosen according to their needs and interests.

4.1. Language Tests

The results revealed that CTPE presents better results in both tests after the intervention, KET (with a mean value of 8.8) and VLT (11.7 as mean value); with better results in the second exam but performing better in the KET (starting with a mean value of 6.4, improving to 8.8). Participants from LIBR showed a significant improvement of their vocabulary knowledge. Taking into consideration their initial results in the VLT, their final results showed a considerable improvement (starting with a mean of 4.1, increasing to a 7.5).

In this case, the stories helped the students to learn vocabulary, more than to develop their listening comprehension skills. The reason behind LIBR results that may explain this is that developing the

listening comprehension skill is a difficult process that involves more time than vocabulary learning.

According to a study with eleventh-grade students conducted by Tran and Duong (2020) in Vietnam, whose purpose was to investigate the students' listening comprehension problems during their learning process, it was concluded that the participants were not able to comprehend intonation, stress, and accents from the materials because LC is a complex process that encompasses and demands the use not only of vocabulary knowledge, but grammar, phonology, and the learners' background knowledge to successfully understand the auditory input.

Additionally, from the results it was possible to observe that there were gains in both groups of students, male and female, regarding LC and vocabulary knowledge. However, it must be highlighted that in the KET test, female students from CTPE performed better, and in the VLT test male students from LIBR did better in the test; the last

one being the most distinguishable gain, considering the results from pre- to post- test stages.

The findings above are consistent with a study carried out in Turkey by Kavanoz and Varol (2019), which aimed to examine the vocabulary learning of EFL young learners, focusing only on the receptive aspects of vocabulary learning (listening and reading abilities) using a new version of the VLT. Their results demonstrated that despite the fact that they could not find significant differences among male and female students, "the number of receptive words known by male students was higher than that of their female counterparts suggesting that male students' receptive vocabulary size was slightly larger than female learners" (p. 20).

4.2. In-classroom results and perception

To evaluate the students' progress during the intervention, the in-classroom process was also analyzed and later found to be correlated with the students' perception.

Patterns were not found during the activities (see Figure 28), although there were variations from one session to the other. The students from LIBR stood out in their in-classroom performance, where they obtained more consistent process results than those of CTPE.

These behaviors can be explained by different reasons. Different stories were used in the development of this project, following the suggestions of the students and their own cultural context, therefore, some stories may be more effective than others. For example, the students from LIBR were already familiar with the first story, "Tears of the moon", a popular Pewenche legend. Meanwhile, "Not dead yet", caught the interest of CTPE students, explaining in part, their increment from the first session to the second.

On the other hand, factors like motivation and predisposition to work must be taken into consideration, since links between the students' results and their answers in the perception survey were found. According to Yuliani et al. (2023), attitude plays a crucial role

in the success or failure in English language learning. The results of this study indicate a positive correlation between favorable answers to the survey and the scores obtained in the final KET test in LIBR.

The research findings indicate that students with more positive attitudes towards the storytelling intervention obtain better results in language tests than those who do not. A study conducted in Bosnian high school students showed that language attitudes significantly predicted the achievement in EFL learning, demonstrating that when learners have a positive attitude, they show good behavior and more interest in the subject, which leads them to try and learn more because they enjoy doing so (Mašić & Bećirović, 2021). Furthermore, the authors point out that a negative attitude can turn into a positive one, which can lead to a positive outcome.

Different perspectives can be found regarding in-classroom work and test results. Some students might give more importance to test results and their grades, than to the process. Some students might

have a negative attitude towards written, standardized tests, which can lower their performance.

5. CONCLUSION

In this study, an attempt was made at improving LC ability and vocabulary knowledge of ninth-year grade school participants, who belong to 2 culturally diverse institutions, by using the storytelling technique. After the implementation of this AR project and its results, it is possible to state that the pedagogical innovation was successful in both aspects; in other words, the storytelling technique can be used in the EFL classroom to improve LC and vocabulary knowledge. However, its use will depend on the group's characteristics, a better English level of proficiency will improve LC skill significantly more than vocabulary knowledge of the students. Meanwhile, a lower level of English proficiency will significantly improve the learners' vocabulary knowledge in a short time period.

The results obtained during this action-research study allow us to conclude that prolonged practice of this technique might lead to better results in listening comprehension and vocabulary in the future.

5.1. Limitations

One of the most relevant drawbacks that the teacher-researchers faced was the students' lack of motivation and commitment to participating in the activities that were part of the pedagogical intervention. Some of the participants only wrote their names on the handouts because they were not interested in the subject in general. Furthermore, and from a self-critical perspective, the teacher-researchers consider that to enhance the students' motivation, other types of activities could have been applied, not only handouts.

Additionally, the 45-minute sessions did not allow some participants to finish the activities or ask the teacher-researchers to re-watch the stories for a better understanding, which decreases the time available for the tasks. Concerning the listening material, based on the students' comments, it was noted that the different accents used in the KET, listening audios were hard to understand. Another difficulty, expressed by multiple students in the perception survey, was that they had problems regarding the volume and quality of the listening

material used during the intervention. This problem can be addressed by previously requesting the schools for available resources such as audio devices, computer laboratories or equipped language laboratories that will allow the students to listen the materials.

5.2. Future studies

It could be beneficial for future innovations with similar characteristics to consider the use of applications for digital storytelling, which has become more popular in recent studies. This, in order to encourage the use of ICTs and to connect with the new generation of students. Technology can favor the participants' motivation and interest during the lessons by allowing them to do different tasks in a more interactive way. It is also recommended to increase the amount of time dedicated to the weekly sessions; that would allow for more proper time for students to finish the activities.

Moreover, exposure to different accents, similar to what happens in IELTS test, which includes Scottish, Irish or Australian accents, could be the solution to the problem of the listening materials.

It can be suggested that in future innovations, available school resources, such as language laboratories or higher quality audio devices, can be requested and used to also overcome the problem of audio quality.

The present study only considered the receptive abilities, specifically, listening comprehension. Further research to focus on reading comprehension is needed to have a more complete view of Chilean students' performance concerning receptive skills.

GLOSSARY

CTPE. Colegio Teresiano Padre Enrique.

EFL. English as a Foreign Language.

ESL. English as a Second Language.

Interculturality *(interculturalidad)*. A respectful coexistence between different cultures, creating union and sharing their differences (Vidal et al, 2022).

KET. Key English Test. It is an exam developed by Cambridge Assessment English (Cambridge Assessment English, 2018).

Lexical component *(componente léxico)*. It refers to Vocabulary, which is defined as all the words that a person knows or uses, or all the words in a particular language (Hornby et al., 2020).

LIBR. Liceo Intercultural Bilingüe Ralco.

Listening comprehension (LC) *(comprensión auditiva)*. It is the ability to understand and interpret the language from a spoken source,

and is part of the communication process, where what has been said is understood by someone else (Rivers, 1966).

Storytelling *(narración de historias)*. A creative human experience that refers to cultural, personal, imaginary, and or self-aspects through oral or written language. This experience becomes a process in which mental imagery, vocalization, and narrative are used to communicate with an audience that uses the same resources (Rezende, 2016).

VLT. Vocabulary Levels Test. It was created by Paul Nation and first presented in Teaching and Learning Vocabulary (Nation, 1990).

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APPENDIX

Appendix 1. Key English Test (Pre-test stage)

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1 Where will Claire meet Alex?

A   B   C

2 What time should the man telephone again?

A   B   C

3 When are they going to have the party?

July 11   July 18   July 25

A   B   C

2

4 What was the weather like on the picnic?

A   B   C

5 How much are the shorts?

£5   £15   £20

A   B   C

3   Turn over ▶

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with *Sunshine Holidays*

Work in: Children's summer camps

Dates of jobs: (6) 15th June – 20th ....

Staff must be: (7) .... years old

Staff must be able to: (8) ....

Staff will earn: (9) £ .... per week

Send a letter and: (10) ....

4

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

11 Who has already decided to go with Robert?
    A family members
    B colleagues
    C tennis partners

12 They'll stay in
    A a university.
    B a guest house.
    C a hotel.

13 Laura must remember to take
    A a map.
    B a camera.
    C a coat.

14 Why does Laura like Dublin?
    A The people are friendly.
    B The buildings are interesting.
    C The shops are beautiful.

15 Robert's excited about the trip to Dublin because
    A he can't wait to go to the music festival.
    B he loves the food there.
    C he wants to go to a new art exhibition.

5   Turn over ▶

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Part 4

Questions 16 – 20

For each question, choose the correct answer.

16 You will hear a woman talking to her friend about why she's bought a motorbike.
Why did she buy it?
A It's fast.
B It was cheap.
C It'll be easy to repair

17 You will hear two friends talking about going to University.
What subject is the man going to study?
A history
B geography
C chemistry

18 You will hear two friends talking about a photograph.
What's the photograph of?
A a sports stadium
B a zoo
C a school playground

19 You will hear a woman talking to a friend on the phone.
Why's she upset?
A Her train was delayed.
B She's lost her wallet.
C She's broken her glasses.

20 You will hear a woman talking to her friend, David, about something she's bought.
What has she bought?
A some clothes
B some food
C some games

6

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.
What will each person bring to the party?

Example

0   Maria   B

People		Food	
21	Barbara	A	bread
22	Simon	B	cake
23	Anita	C	cheese
24	Peter	D	chicken
25	Michael	E	fish
		F	fruit
		G	ice cream
		H	salad

You now have 6 minutes to write your answers on the answer sheet.

7

Appendix 2. Key English Test (Post-stage)

Part 1

Questions 1 – 5

For each question, choose the correct picture.

1   What's Julia going to do tonight?

A   B   C

2   What time does the art lesson start?

A   B   C

3   What will Chloe do on Saturday?

A   B   C

4   How much will the girl pay for her cinema ticket?

£4.30   £5.80   £7.60
A   B   C

5   Who will meet Peter at the airport?

A   B   C

2

3   Turn over ▶

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Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher telling students about a school camping trip.

School Camping Trip	
Cost of trip:	£39.00
Give money to:	**(6)** Mrs ....
Day of return:	**(7)** ....
Time to arrive at school:	**(8)** .... a.m.
Travel by:	**(9)** ....
Bring:	**(10)** ....

Questions 11 – 15

For each question, choose the correct answer.

You will hear Annie talking to her friend Tony about a film she saw.

11 Annie saw a film at
  A two o'clock.
  B quarter past three.
  C half past five.

12 The film was about
  A a sports star.
  B some animals.
  C history.

13 Annie thought the film
  A was too long.
  B wasn't very interesting.
  C needed better actors.

14 Annie's favourite film
  A makes her laugh.
  B is a true story.
  C is very exciting.

15 Annie prefers to watch films
  A at a cinema.
  B on her laptop.
  C on TV.

Questions 16 – 20

For each question, choose the correct answer.

16 You will hear a teacher talking to her class.
  What does the teacher want her class to do?
  A work more quickly
  B make less noise
  C help each other more

17 You will hear two friends talking about their day.
  What have they just done?
  A They've been to a concert.
  B They've had a meal.
  C They've played a sport.

18 You will hear a teacher talking to one of his students called Sarah.
  Why must Sarah do her homework again?
  A She made too many mistakes.
  B She did the wrong work.
  C She forgot to do some of it.

19 You will hear a girl, Lara, talking about shopping.
  Why did Lara buy the bag?
  A The size was right.
  B The price was right.
  C The colour was right.

20 You will hear a man talking to his daughter before she goes out.
  What's the weather like today?
  A It's cold.
  B It's wet.
  C It's sunny.

Questions 21 – 25

For each question, choose the correct answer.

You will hear Julia talking to her mother about a school fashion show.
What will each person help with?
Example:

0 Julia   **D**

People		Help with	
21 Anton	☐	**A**	clothes
		B	food
22 Emma	☐	**C**	lights
23 Karl	☐	**D**	make-up
		E	music
24 Sarah	☐	**F**	photographs
25 George	☐	**G**	posters
		H	tickets

You now have 6 minutes to write your answers on the answer sheet.

Appendix 3. Vocabulary Levels Test 2000 band

2000 level

1. original		
2. private	___	complete
3. royal	___	first
4. slow	___	not public
5. sorry		
6. total		

1. apply		
2. elect	___	choose by voting
3. jump	___	become like water
4. manufacture	___	make
5. melt		
6. threaten		

1. blame		
2. hide	___	keep away from sight
3. hit	___	have a bad effect on something
4. invite	___	ask
5. pour		
6. spoil		

1. accident		
2. choice	___	having a high opinion of yourself
3. debt	___	something you must pay
4. fortune	___	loud, deep sound
5. pride		
6. roar		

1. basket		
2. crop	___	money paid regularly for doing a job
3. flesh	___	heat
4. salary	___	meat
5. temperature		
6. thread		

1. birth		
2. dust	___	being born
3. operation	___	game
4. row	___	winning
5. sport		
6. victory		

Appendix 4. Data matrix for Key English Test results

LISTENING KET TEST RESULTS- COLEGIO TERESIANO PADRE ENRIQUE

N°	Sexo	Institución	Curso	Pre Part 1 (1 2 3 4 5)	Pre Part 2 (6 7 8 9 10)	Pre Part 3 (11 12 13 14 15)	Pre Part 4 (16 17 18 19 20)	Pre Part 5 (21 22 23 24 25)	Score	Post Part 1 (1 2 3 4 5)	Post Part 2 (6 7 8 9 10)	Post Part 3 (11 12 13 14 15)	Post Part 4 (16 17 18 19 20)	Post Part 5 (21 22 23 24 25)	Score
1	F	CTPE	I°B	0 1 1 0 0	0 0 0 0 0	0 1 0 0 0	0 0 0 0 1	0 0 0 0 0	4	1 0 1 1 1	0 0 0 0 0	1 1 0 1 0	0 0 1 0 0	0 0 1 0 1	10
2	F	CTPE	I°B	0 0 0 0 0	0 0 0 0 0	0 1 0 1 0	1 0 0 0 0	0 1 1 0 0	5	0 1 1 0 0	0 0 0 0 0	1 0 0 0 0	0 0 0 0 0	0 0 0 0 0	3
3	M	CTPE	I°B	0 0 1 0 0	0 0 0 0 0	0 1 0 0 0	0 1 0 0 0	0 0 0 1 0	4	1 0 0 0 0	0 1 0 0 0	1 1 0 0 1	0 0 0 0 0	0 0 0 0 0	5
4	F	CTPE	I°B	0 0 1 1 0	1 0 1 1 1	1 1 0 0 0	0 0 0 0 0	0 0 0 0 0	8	1 1 1 1 0	0 1 0 0 0	0 1 1 1 1	0 0 1 1 1	1 0 0 0 1	13
5	M	CTPE	I°B	1 0 1 0 0	0 0 1 0 1	1 1 1 0 0	0 1 0 1 1	0 0 0 1 1	12	0 0 1 1 0	0 1 0 0 0	0 1 1 1 1	1 0 1 1 0	0 1 0 0 1	13
6	M	CTPE	I°B	0 0 0 0 1	0 0 0 0 0	0 0 1 0 0	1 0 0 0 0	0 0 0 0 0	3	0 1 1 1 0	0 0 0 0 0	0 0 1 0 1	0 0 1 1 0	0 0 1 0 0	8
7	F	CTPE	I°B	0 0 0 1 1	1 0 0 1 0	0 1 0 0 0	0 1 0 0 0	0 0 0 0 1	7	0 0 1 1 0	0 0 0 0 1	1 0 1 1 1	0 0 0 0 1	0 1 1 0 1	12
8	M	CTPE	I°B	0 0 1 0 0	0 0 1 1 0	0 1 0 0 1	0 0 1 1 1	0 0 0 0 0	8	0 0 1 0 0	0 1 1 1	0 0 1 0 1	0 0 0 1 0	0 0 0 0 0	7
9	F	CTPE	I°B	1 0 1 0 0	0 1 0 0 0	0 1 0 0 1	0 0 0 1 0	1 0 0 0 0	7	1 1 1 0 0	0 1 0 0	0 0 1 1 1	0 0 0 1 1	0 0 0 0 1	9
10	M	CTPE	I°B	1 0 1 1 0	0 1 0 1 1	0 0 0 1 0	0 0 1 1 0	0 0 0 0 1	10	0 1 1 1 0	1 1 0	0 0 1 1 0	0 0 0 1 0	1 0 1 1 0	11
11	M	CTPE	I°B	1 0 0 1 0	0 0 0 1 0	0 0 1 0 1	0 1 0 0 0	0 0 0 1 0	7	1 0 1 1 0	1 1 1	0 1 1 1 0	1 0 1 1 0	1 0 1 1 0	16
12	F	CTPE	I°B	0 0 0 1 0	0 0 0 0 0	0 0 0 0 0	0 0 0 1 0	0 0 0 0 0	2	0 0 1 0 0	0 0 0	0 0 0 0 0	0 1 1 1 0	0 0 0 0 0	4
13	F	CTPE	I°B	0 0 0 1 0	0 0 0 0 0	0 0 0 1 0	0 0 0 0 0	0 0 0 0 0	2	0 0 0 1 0	0 0 0	1 0 1 0 0	0 0 0 0 0	0 0 0 0 0	3
14	F	CTPE	I°B	1 0 0 1 0	0 0 0 0 0	0 0 1 0 0	1 0 0 0 1	0 0 0 0 0	4	0 1 1 0 0	1 0 0	0 0 0 0 0	0 1 0 0 0	1 0 0 0 1	7
15	F	CTPE	I°B	1 0 1 0 1	0 0 0 0 0	0 1 1 1 1	0 0 1 1 0	0 0 0 0 1	10	0 0 0 0 0	0 0 0	0 0 1 1 0	1 0 1 0 1	0 0 1 0 1	7
16	F	CTPE	I°B	0 0 1 1 0	1 0 1 1 1	1 1 0 1 0	0 0 1 0 1	1 0 1 0 1	15	1 1 1 1 1	1 0 1	1 1 1 1 1	1 0 1 1 0	1 1 1 1 1	21
17	F	CTPE	I°B	0 0 1 1 0	1 0 1 0 0	1 1 0 1 1	0 0 0 0 0	0 0 0 0 0	8	1 0 1 1 1	0 0 0	0 1 1 0 1	0 0 1 1 0	0 1 1 1 0	13
18	F	CTPE	I°B	0 0 1 1 0	1 1 0 0 0	0 1 1 1 0	0 0 1 0 1	0 0 0 0 1	10	0 1 0 0 0	0 0 0	0 0 0 0 0	0 0 1 1 1	0 0 0 0 1	5
19	F	CTPE	I°B	1 0 1 1 0	1 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	4	1 0 1 0 1	0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 1	4
20	M	CTPE	I°B	1 0 0 0 0	1 0 0 0 0	1 0 1 0 1	0 0 0 0 0	0 0 0 0 0	5	1 0 0 1 0	0 0 0	0 0 1 0 0	0 0 0 0 1	0 0 0 0 0	5
21	F	CTPE	I°B	1 0 1 0 0	0 0 0 0 0	0 0 0 0 0	1 0 0 0 0	0 0 0 0 1	4	1 0 1 1 1	0 1 0	0 0 1 0 0	0 0 1 0 0	0 0 0 0 1	8
22	F	CTPE	I°B	0 0 1 0 1	0 0 0 1 1	0 0 0 0 0	0 0 1 0 0	0 0 1 0 0	6	1 0 0 1 1	1 0 1	1 0 0 0 1	0 0 0 1 0	0 1 1 1 1	15
23	M	CTPE	I°B	1 0 1 1 0	0 0 0 0 0	0 1 0 0 0	0 0 1 0 1	0 0 0 0 0	6	1 1 0 0 0	0 0 0	0 1 1 1 1	1 0 0 0 0	0 0 0 0 1	8
24	M	CTPE	I°B	0 0 0 1 0	0 0 0 0 0	0 1 0 0 0	0 0 1 0 0	0 0 0 0 0	3	1 0 0 0 0	0 0 0	0 0 0 1 0	0 0 0 1 0	0 0 0 0 1	4

LISTENING KET TEST RESULTS- LICEO INTERCULTURAL BILINGÜE RALCO

N°	Sexo	Institución	Curso	PRE TEST Part 1 1	2	3	4	5	Part 2 6	7	8	9	10	Part 3 11	12	13	14	15	Part 4 16	17	18	19	20	Part 5 21	22	23	24	25	Score	POST TEST Part 1 1	2	3	4	5	Part 2 6	7	8	9	10	Part 3 11	12	13	14	15	Part 4 16	17	18	19	20	Part 5 21	22	23	24	25	Score
1	F	LIBR	I°A	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	4	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	4
2	F	LIBR	I°A	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	7	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	0	14
3	M	LIBR	I°A	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	4	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	6
4	F	LIBR	I°A	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	4	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0	6
5	F	LIBR	I°A	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	F	LIBR	I°A	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	7	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	4
7	M	LIBR	I°A	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	5
8	F	LIBR	I°A	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	4	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
9	F	LIBR	I°A	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	6	1	0	1	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	8
10	F	LIBR	I°A	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	4
11	M	LIBR	I°A	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	6	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	5
12	M	LIBR	I°A	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	6
13	F	LIBR	I°A	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	4	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	4
14	M	LIBR	I°A	0	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	F	LIBR	I°A	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	F	LIBR	I°A	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	F	LIBR	I°A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	M	LIBR	I°A	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	M	LIBR	I°A	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	5	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	6
20	F	LIBR	I°A	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	1	0	0	0	0	5	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	6
21	M	LIBR	I°A	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	4	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	4
22	F	LIBR	I°A	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	6	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	9

Appendix 5. Data matrix for Vocabulary Levels Test

VLT RESULTS- COLEGIO TERESIANO PADRE ENRIQUE

N°	Sexo	Institución	Curso	PRETEST 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Score	POST TEST 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Score
1	F	CTPE	I°B	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	5	1	1	0	1	1	1	1	0	0	0	0	0	1	0	0	1	1	0	9
2	F	CTPE	I°B	1	1	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	10	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	12
3	M	CTPE	I°B	1	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	8	1	1	0	0	1	1	1	0	1	1	0	0	0	1	0	0	1	0	10
4	F	CTPE	I°B	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	13	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	14
5	M	CTPE	I°B	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	14	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	15
6	M	CTPE	I°B	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	6	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	7
7	F	CTPE	I°B	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	5	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	9
8	M	CTPE	I°B	1	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	5	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	1	0	8
9	F	CTPE	I°B	1	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	11	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	0	11
10	M	CTPE	I°B	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	13	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	12
11	M	CTPE	I°B	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	16	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	8
12	F	CTPE	I°B	1	0	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	9	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	13
13	F	CTPE	I°B	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	15	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	5
14	F	CTPE	I°B	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	5	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
15	F	CTPE	I°B	1	1	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	1	11	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	16
16	F	CTPE	I°B	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	14	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17
17	F	CTPE	I°B	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	15	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	16
18	F	CTPE	I°B	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	15	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	15
19	F	CTPE	I°B	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
20	M	CTPE	I°B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	15
21	F	CTPE	I°B	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	1	1	0	9	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0	9
22	F	CTPE	I°B	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	8	1	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	10
23	M	CTPE	I°B	1	1	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	8	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	13
24	M	CTPE	I°B	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	13	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16

VLT RESULTS- LICEO INTERCULTURAL BILINGÜE RALCO

N°	Sexo	Institución	Curso	PRETEST 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Score	POST TEST 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Score
1	F	LIBR	I°A	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	16
2	F	LIBR	I°A	1	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	6	1	1	0	0	0	1	0	1	1	0	0	1	0	1	1	0	0	0	9
3	M	LIBR	I°A	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	14
4	F	LIBR	I°A	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	5	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	4
5	F	LIBR	I°A	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	5	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	14
6	F	LIBR	I°A	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	7
7	M	LIBR	I°A	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5	1	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	8
8	F	LIBR	I°A	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3	1	1	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	6
9	F	LIBR	I°A	1	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	F	LIBR	I°A	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	5	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	8
11	M	LIBR	I°A	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
12	M	LIBR	I°A	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	3	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	9
13	F	LIBR	I°A	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
14	M	LIBR	I°A	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
15	F	LIBR	I°A	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	5
16	F	LIBR	I°A	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	4
17	F	LIBR	I°A	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
18	M	LIBR	I°A	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	4	1	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	8
19	M	LIBR	I°A	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	5	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	12
20	F	LIBR	I°A	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	6	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	6
21	M	LIBR	I°A	1	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	6	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	13
22	F	LIBR	I°A	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	1	1	8	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	13

Appendix 6. Data matrix for In-classroom results

IN-CLASRROM RESULTS - COLEGIO TERESIANO PADRE ENRIQUE

N°	Sexo	Institución	Curso	STORY 1 Score	PRE-WHILE	Score	POST	X	STORY 2 Score	PRE-WHILE	Score	POST	X	STORY 3 Score	PRE-WHILE	Score	POST	X
1	F	CTPE	I°B	10	3,4	5	2,2	2,8	17	5,6	21	7,0	6,3	8	2,9	4	2,0	2,5
2	F	CTPE	I°B	17	5,6	5	2,2	3,9	15	4,9	0	1,0	3,0	18	5,9	21	7,0	6,5
3	M	CTPE	I°B	18	5,9	4	2,0	4,0	17	5,6	17	5,6	5,6	14	4,5	5	2,2	3,4
4	F	CTPE	I°B	11	3,6	0	1,0	2,3	13	4,1	19	6,3	5,2	12	3,9	0	1,0	2,5
5	M	CTPE	I°B	21	7,0	18	5,9	6,5	20	6,6	21	7,0	6,8	20	6,6	21	7,0	6,8
6	M	CTPE	I°B	17	5,6	4	2,0	3,8	13	4,1	21	7,0	5,6	16	5,2	18	5,9	5,6
7	F	CTPE	I°B	12	3,9	4	2,0	3,0	16	5,2	20	6,6	5,9	17	5,6	6	2,4	4,0
8	M	CTPE	I°B	18	5,9	2	1,5	3,7	17	5,6	20	6,6	6,1	17	5,6	21	7,0	6,3
9	F	CTPE	I°B	20	6,6	13	4,1	5,4	21	7,0	21	7,0	7,0	17	5,6	21	7,0	6,3
10	M	CTPE	I°B	11	3,6	2	1,5	2,6	13	4,1	21	7,0	5,6	0	1,0	21	7,0	4,0
11	M	CTPE	I°B	19	6,3	10	3,4	4,9	18	5,9	21	7,0	6,5	17	5,6	19	6,3	6,0
12	F	CTPE	I°B	21	7,0	4	2,0	4,5	18	5,9	15	4,9	5,4	16	5,2	21	7,0	6,1
13	F	CTPE	I°B	18	5,9	15	4,9	5,4	17	5,6	21	7,0	6,3	0	1,0	4	2,0	1,5
14	F	CTPE	I°B	7	2,7	2	1,5	2,1	16	5,2	19	6,3	5,8	0	1,0	0	1,0	1,0
15	F	CTPE	I°B	19	6,3	17	5,6	6,0	19	6,3	20	6,6	6,5	17	5,6	6	2,4	4,0
16	F	CTPE	I°B	14	4,5	3	1,7	3,1	11	3,6	0	1,0	2,3	9	3,1	8	2,9	3,0
17	F	CTPE	I°B	18	5,9	12	3,9	4,9	21	7,0	20	6,6	6,8	19	6,3	6	2,4	4,4
18	F	CTPE	I°B	18	5,9	12	3,9	4,9	19	6,3	19	6,3	6,3	17	5,6	6	2,4	4,0
19	F	CTPE	I°B	0	1,0	0	1,0	1,0	6	2,4	21	7,0	4,7	4	2,0	0	1,0	1,5
20	M	CTPE	I°B	0	1,0	0	1,0	1,0	1	1,2	15	4,9	3,1	15	4,9	5	2,2	3,6
21	F	CTPE	I°B	19	6,3	0	1,0	3,7	17	5,6	21	7,0	6,3	16	5,2	20	6,6	5,9
22	F	CTPE	I°B	21	7,0	20	6,6	6,8	17	5,6	21	7,0	6,3	17	5,6	20	6,6	6,1
23	M	CTPE	I°B	11	3,6	2	1,5	2,6	18	5,9	19	6,3	6,1	16	5,2	5	2,2	3,7
24	M	CTPE	I°B	0	1,0	0	1,0	1,0	12	3,9	16	5,2	4,6	0	1,0	0	1,0	1,0
						X S1:		3,7				X S2:		5,6			XS3:		4,1

N°	Sexo	Institución	Curso	STORY 1					STORY 2					STORY 3				
				Score	PRE- WHILE	Score	POST	X	Score	PRE- WHILE	Score	POST	X	Score	PRE- WHILE	Score	POST	X
1	F	LIBR	I°A	14	4,5	21	7,0	5,8	21	7,0	13	4,1	5,6	19	6,3	21	7,0	6,7
2	F	LIBR	I°A	17	5,6	13	4,1	4,9	11	3,6	21	7,0	5,3	19	6,3	17	5,6	6,0
3	M	LIBR	I°A	13	4,1	12	3,9	4,0	12	3,9	20	6,6	5,3	21	7,0	21	7,0	7,0
4	F	LIBR	I°A	17	5,6	20	6,6	6,1	0	1,0	6	2,4	1,7	21	7,0	21	7,0	7,0
5	F	LIBR	I°A	14	4,5	12	3,9	4,2	18	5,9	20	6,6	6,3	21	7,0	13	4,1	5,6
6	F	LIBR	I°A	15	4,9	20	6,6	5,8	19	6,3	21	7,0	6,7	21	7,0	13	4,1	5,6
7	M	LIBR	I°A	9	3,1	6	2,4	2,8	17	5,6	6	2,4	4,0	18	5,9	6	2,4	4,2
8	F	LIBR	I°A	19	6,3	19	6,3	6,3	18	5,9	14	4,5	5,2	0	1,0	12	3,9	2,5
9	F	LIBR	I°A	19	5,9	21	7,0	6,5	19	6,3	13	4,1	5,2	16	5,2	0	1,0	3,1
10	F	LIBR	I°A	15	4,9	21	7,0	6,0	21	7,0	21	7,0	7,0	0	1,0	6	2,4	1,7
11	M	LIBR	I°A	12	3,9	6	2,4	3,2	6	2,4	0	1,0	1,7	20	6,6	0	1,0	3,8
12	M	LIBR	I°A	9	3,1	5	2,2	2,7	18	5,9	6	2,4	4,2	16	5,2	5	2,2	3,7
13	F	LIBR	I°A	16	5,2	21	7,0	6,1	21	7,0	6	2,4	4,7	21	7,0	15	4,9	6,0
14	M	LIBR	I°A	11	3,6	4	2,0	2,8	14	4,5	21	7,0	5,8	18	5,9	7	2,7	4,3
15	F	LIBR	I°A	0	1,0	15	4,9	3,0	0	1,0	6	2,4	1,7	10	3,4	0	1,0	2,2
16	F	LIBR	I°A	12	3,9	0	1,0	2,5	5	2,2	18	5,9	4,1	4	2,0	0	1,0	1,5
17	F	LIBR	I°A	0	1,0	12	3,9	2,5	6	2,4	13	4,1	3,3	13	4,1	14	4,5	4,3
18	M	LIBR	I°A	18	5,9	6	2,4	4,2	10	3,4	0	1,0	2,2	21	7,0	0	1,0	4,0
19	M	LIBR	I°A	18	5,9	20	6,6	6,3	10	3,4	21	7,0	5,2	12	4,1	5	2,2	3,2
20	F	LIBR	I°A	21	7,0	21	7,0	7,0	17	5,6	6	2,4	4,0	20	6,6	0	1,0	3,8
21	M	LIBR	I°A	21	7,0	4	2,0	4,5	21	7,0	13	4,1	5,6	21	7,0	6	2,4	4,7
22	F	LIBR	I°A	15	4,9	19	6,3	5,6	13	4,1	19	6,3	5,2	20	6,6	21	7,0	6,8
							X S1:	4,6				X S2:	4,5				X S3:	4,4

IN-CLASRROM RESULTS - LICEO INTERCULTURAL BILINGÜE RALCO

Appendix 7. Data matrix for Perception survey results

SURVEY ANSWERS (ITEMS 1-14)- COLEGIO TERESIANO PADRE ENRIQUE

N°	Sexo	Institución	Curso	DIMENSIÓN PEDAGÓGICA					DIMENSIÓN LINGÜÍSTICA					DIMENSIÓN AFECTIVA			
				ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 1	ITEM 2	ITEM 3	ITEM 4
1	F	CTPE	I°B	3	5	4	3	3	3	2	4	3	3	3	4	4	4
2	F	CTPE	I°B	4	4	4	4	3	4	4	4	4	4	4	4	4	4
3	M	CTPE	I°B	5	5	4	5	4	5	4	5	5	5	5	5	5	5
4	F	CTPE	I°B	5	4	4	5	5	5	5	5	4	4	3	3	4	4
5	M	CTPE	I°B	5	5	5	5	5	5	5	5	5	5	5	4	5	5
6	F	CTPE	I°B	5	5	5	5	5	5	5	5	5	5	5	4	5	5
7	M	CTPE	I°B	5	4	5	5	4	4	5	4	4	5	4	5	4	4
8	F	CTPE	I°B	4	5	4	4	5	5	4	4	4	5	5	4	5	5
9	M	CTPE	I°B	4	4	5	4	4	4	4	4	4	4	3	4	4	3
10	M	CTPE	I°B	5	5	5	5	5	5	5	4	5	5	4	4	5	5
11	F	CTPE	I°B	3	5	4	5	5	5	5	5	5	4	4	4	4	4
12	F	CTPE	I°B	3	4	5	3	4	4	3	4	5	3	5	2	3	3
13	F	CTPE	I°B	5	5	5	5	5	5	5	5	5	5	5	5	5	5
14	F	CTPE	I°B	5	5	4	5	5	5	4	5	5	3	2	3	4	3
15	F	CTPE	I°B	3	5	4	4	5	5	4	4	4	4	4	3	5	5
16	F	CTPE	I°B	5	5	5	5	5	5	5	5	4	5	4	3	4	4
17	F	CTPE	I°B	4	4	4	4	5	5	4	5	4	3	5	4	5	5
18	M	CTPE	I°B	4	3	5	3	4	3	4	5	3	5	3	4	5	2
19	F	CTPE	I°B	4	4	5	4	4	4	3	4	4	3	3	3	4	4
20	F	CTPE	I°B	4	4	5	5	4	4	5	5	4	5	3	2	2	3
21	M	CTPE	I°B	4	5	4	4	3	4	4	4	3	4	5	4	4	3
22	M	CTPE	I°B	5	4	3	5	5	5	5	4	5	5	5	4	5	5

SURVEY ANSWERS (ITEMS 1-14)- LICEO INTERCULTURAL BILINGÜE RALCO

N°	Sexo	Institución	Curso	DIMENSIÓN PEDAGÓGICA					DIMENSIÓN LINGÜÍSTICA					DIMENSIÓN AFECTIVA			
				ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 1	ITEM 2	ITEM 3	ITEM 4
1	F	LIBR	I°A	2	3	3	3	2	2	3	3	2	3	1	2	2	2
2	F	LIBR	I°A	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	M	LIBR	I°A	2	2	2	0	1	1	2	3	2	4	3	2	1	2
4	F	LIBR	I°A	2	3	3	2	4	3	3	4	2	3	3	2	3	3
5	F	LIBR	I°A	3	2	2	2	1	2	3	2	3	3	1	1	2	2
6	F	LIBR	I°A	4	3	4	4	5	4	4	3	5	3	2	2	3	4
7	M	LIBR	I°A	2	3	2	2	2	2	2	3	2	2	2	2	2	3
8	F	LIBR	I°A	3	3	3	3	2	1	2	2	3	3	2	2	3	2
9	F	LIBR	I°A	4	4	3	4	4	3	3	5	3	5	1	3	2	4
10	F	LIBR	I°A	3	2	3	1	2	2	3	2	2	2	1	2	1	1
11	M	LIBR	I°A	1	2	1	2	1	4	2	2	4	4	2	2	2	2
12	M	LIBR	I°A	3	4	2	4	2	4	2	2	3	4	3	3	4	4
13	F	LIBR	I°A	2	2	3	2	4	2	3	4	3	4	3	2	3	3
14	M	LIBR	I°A	3	4	5	1	3	2	1	4	5	4	3	4	1	2
15	F	LIBR	I°A	1	2	2	2	1	1	1	2	1	2	1	2	1	2
17	F	LIBR	I°A	2	1	2	2	1	2	1	2	2	3	2	1	2	2
18	M	LIBR	I°A	3	2	2	2	1	1	2	2	3	2	2	3	3	2
19	M	LIBR	I°A	3	4	3	4	2	3	2	4	3	4	3	4	3	4
20	F	LIBR	I°A	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	M	LIBR	I°A	2	3	2	2	2	3	3	2	3	3	2	2	2	2
22	F	LIBR	I°A	3	2	4	2	5	5	3	4	2	5	2	4	1	1

Appendix 8. Stories applied in Colegio Teresiano Padre Enrique

THE WOMAN ON THE STONE

Small towns always have stories to offer, and our town, Nacimiento is not the exception. Ten kilometers from the town, you will find a huge rock in the top of a hill. This rock, as old as humanity itself is known as Piedra de la Chancura by the local people, who believe that this rock has spiritual powers. Some others believe that years ago, a mother and her child were in that place when a flood came; desperate, the mother tried to save the child, but they became into stone. Many more stories exist, and this rock remains as a witness. However, none of these stories are as real as this one.

The legend has it that, in a cold night of St. Juan almost 90 years ago, a 9-year-old child needed to go to the town to buy medicine. It was usual then, for children to travel long distances without supervision. That night he only had a candle, some of his clothing, a piece of bread, the cash for medicines that the boy guarded jealously on his pockets, and the horse he took from home. The road was empty and wet, you could even smell the humidity. The wind was so cold that you could not move a finger. Everything you could hear was the gentle sound of insects, some water drops falling, the leaves of the threes moving, and the horse strides. Our friend knew his path by heart, it was a route that he traveled frequently; he was happy to be responsible of such an important duty, and sure that his mission was not going to take longer than a day.

Even though, there was something the boy felt afraid of. Part of the path runs along a mysterious hill with a huge rock on top. Why was the boy so afraid of it? He heard that strange things happened there, he heard about creepy creatures, ghosts, and even about the devil. The child tried to be brave and to convince himself that nothing was going to happen, that everything was a figment of his imagination, and that God was taking care of him. As time went by, he was getting closer to the thundering rock, and his fear started to grow. He decided to rest for a few minutes and eat the piece of bread that he was saving in case of feeling hungry. He sat on the edge of the route when suddenly the horse began to neigh with violence; the boy quickly tried to calm the horse and took the reins to continue his journey, but a low woman's voice saying his name distracted him.

- Who is there!!- the boy shouted.

He turned around, the voice got closer, but nobody else was there. With cold sweat on his back, he got on his horse, but then again, he heard his name, it was even closer this time. He looked everywhere, desperately, but again no one else was there. He waited for some while, and nothing happened. When everything seemed normal, the boy decided to continue.

When the little boy was walking along the hill, he heard his name again. This time he did not look back until he felt cold hands around his waist. Terrified, he looked back to the horse's haunches and saw a pale woman with long hair. She was barefoot and was wearing a long, white, and old dress, her eyes were completely white. She was smiling to the boy and said: "Where are you going my dear?" The boy was so scared that he fell off the horse and hit his head.

When he woke up the next morning, the horse was not there and a good man who was passing by helped the little boy. The man told him that during nights it is usual to see a woman dressed in white on top of the rock, and sometimes when the woman finds a man alone riding a horse she gets up at the back of the horse, and hugs the man till they disappear. Years passed by, and many men disappear. Our friend became a man and never dared to pass that route alone again.

NOT DEAD YET

It has been 47 hours since the zombie outbreak started. I was in the market when a man running scared entered the place shouting: "someone please help! He ate my friend, please believe me… HELP ME, THEY ARE COMING, RUN!" Just like everyone else I thought that he was talking nonsense to attract people's attention and pull out a prank, so I ignored him and tried to forget that and back home. While I was walking I tried to forget the incident, but there was something I could not stop thinking: Why were his clothes stained in red? And if it´s just a prank, then why was his hand bleeding? After thinking about it I decided to go back and check what had happened to that man.

When I got back to that place I couldn't believe my eyes. The market turned into a Zombie land. I ran towards a car and hid myself and then I realized that not a single soul was left. Maybe it's just me who is still alive, so I have to do something to stay alive. I ran back to my home, but when I was leaving, I kicked out a coke cane by accident. A zombie saw me and started to run in my direction, I panicked and started to run. It was my biggest mistake, because all the other zombies started to follow me.

My mind got numb. In a second, I was running for my life without thinking about anything else, and somehow I got into the supermarket dispatch area. The zombies were really fast, and I thought I had to distract them, I escaped through a pile of heavy boxes. As soon as I entered between the pile of boxes, the zombies started to fall on the ground because of the boxes stacked on the ground; they were fast, but not so smart. After that, I reached the road again and saw that the zombies were creating chaos in the city and eating people. "I can't go home that way, I must hide somewhere and wait for the rescue" I thought. That's all I could think then.

I grabbed a stick to protect myself and started to walk to the nearest building. As I entered, I closed the door and instantly it got dark inside. The building had six floors and approximately five apartments on each floor. I must get to the roof of the building to get rescued. I couldn't see a single thing. It was so scary, and the building was so quiet I could hear my heartbeats. I started to move to the second floor and when I got there I saw some switches and turned them on. When I switched the lights there was a zombie right in front of me. I smashed the zombie's brain until it didn't move. I was shocked, but I kept walking slowly towards the room and I let my guard down for a bit, but suddenly a zombie tackled me, so I fell on the ground, and it bit my hand a little.

(Adapted from Lord'sofshadow, 2022)

THE NEW OLD HOUSE

We bought an old house, my boyfriend and I. He's in charge of the renovation- converting the kitchen into the master bedroom for instance, and I was on wallpaper removal duty. The previous owner was an old man and did not have friends, nor family. He papered every wall of the house with a strange kind of pink paper that I have never seen before. That wasn't the only strange thing around the house; at night while we were supposed to be sleeping, I could hear steps in the stairs that walked directly to one of the walls that still had the wallpaper on. One night, I went out of bed because I heard the steps again, and I thought that it could be a thief. When I went downstairs I found a trace of a red liquid. "It might be paint" I thought, but when I looked at the wall I saw a red hand stamped on the wall. I called the police in case there was someone around the house, however, they found nothing.

Despite what was happening at night, we continued with the house removal, so I kept ripping off the wallpaper from the walls, it was brutal but oddly satisfying. The best feeling is getting a long peel, it was like peeling skin from a sunburn. Everything was going normal, until I found that in a corner section of under the paper was a person's name and a date. I tried to keep it normal, but I found more names and dates. One night, curiosity got the best of me, and I Googled one of the names. I discovered that the name belonged to a missing person and the date under the wallpaper matched the date of the person who went missing!

Totally freaked out, I made a list of all the names and dates and Googled them too. Sure enough, each name was the name of a missing person with dates to match the day of the disappearance. We notified the police, who sent out the crime scene team the next day. I waited in one of the rooms with my boyfriend while they examined the names craved into the walls.

I was really nervous. What kind of secrets did the old owner hide? Does this have to do with the hand stamped on the wall?. My mind was full of thoughts, and suddenly I heard one of the policemen say: "Yup, it's human". I tensed up. HUMAN? What is human? They return to the room my boyfriend and I were, we were looking a bit pale. The policemen said: "Ma'am, where is the material you removed from the walls already? This isn't wallpaper you were removing".

(Adapted from CittyKatcp, 2020)

Appendix 9. Stories applied in Liceo Intercultural Bilingüe Ralco

THE TEARS OF THE MOON

An old Mapuche legend tells that for a long time the sun (Antú) and the moon (Cuyén) were very much in love. They traveled through the sky, smiling... Covert glances, smiles of love came and went all day long. At night, they watched the earth, held hands, and slept embracing each other until dawn. Years went by and their love seemed not to diminish, quite the opposite, it increased.

One day, Antú thought that his love for Cuyén was so strong that it was time to talk to God (Nguenechen) to unite them forever. So, one autumn afternoon, he proposed to his beloved moon: Cuyén, we have been together our whole lives, every day, and every night, and I cannot feel anything but love for you.... Because of that...will you marry me? Cuyén was happy, she could not imagine her existence without Antú by her side and said yes.

Nguenechen was happy! Those who attended the union remember that the ceremony was one of the most beautiful that has ever been seen on earth, surpassing even the day when the colors came together to form the rainbow. Everything was going well, together during the day, together at night... Holding hands caring, illuminating, and providing warmth to the Mapuche people. As Cuyén had a gentle character and a tender heart, she took care of helping women and children, while Antú, who was a bit rougher, took care of the needs of the men. As time went on, differences began to appear between them, fights, arguments... and it was not uncommon to see that Antú, the sun, and Cuyén, the moon, were appearing at different times... until they finally decided to separate, and that was when one began to appear only during the day and Cuyén visited the earth only at night.

One day, while the sun was heating the earth and helping men, he saw a beautiful maiden in the distance... His love for her was so great that he picked her up, took her to the sky, and gently left her in the celestial firmament, calling her the golden star, or Collipal in Mapudungun, whom we know as the morning star. Centuries passed, and Cuyén still hoped that the love between her and Antú would return to what it once was, infinite and grandiose... That was why one morning she decided to visit her old love... but it was a very bad idea... because the first thing she saw was Antú and Collipai holding hands very much in love, gazing at their reflections in the clouds.

Disappointed and heartbroken, Cuyén began to cry... for days and days her tears fell, and so great was her weeping that the drops that fell from her eyes struck the earth, and it was thanks to those tears that the beautiful lakes of southern Chile were created. Several weeks passed until she stopped crying, and when she did, she saw the beauty of her creation, the beautiful lakes, and it was then that she felt happiness again. It is said that the sun still remembers the great love he felt for the moon, a love that still makes him cry, but we cannot see him because he hides behind his friends, the clouds. And at night, Cuyén continues to illuminate the sky with her beauty and serenity, reminiscent of those times of love with Antú. But she is also proud of the beauty she left on earth with her tears turned into lakes.

This Mapuche legend shows us that true love is not always easy to maintain, but that good memories always endure. It also reminds us of the importance of valuing what we have in the present and not clinging to what can no longer be. Finally, it shows us how sadness can become something beautiful if we know how to look with different eyes.

(Adapted from F. Vidal, 2020)

GHOST PASSENGER

For a lonely driver in the highway, there is nothing better than some company at night. That is what a traveler found in the 11th route, near the Cemetery of Codegua on the way to Santiago, Chile. It was getting dark, and he was a little tired. What he saw on the side of the road surprised him. A beautiful young woman, with blonde hair and a long, white dress moved her hand to stop him.

They started a conversation. Curious, he wanted to know what a young woman was doing alone at night, and so close to a cemetery. "I came to visit someone I miss very much," she said. She continued to tell the driver about her life. She had a boyfriend, and she wanted to cook a delicious dinner for him that night. The traveler thought it was strange, since it very late at night. Half an hour later, the passenger got to her destination.

As she got off the car, she forgot her scarf in the vehicle. The driver called her to give it back, but the young woman had disappeared without a trace. How could she get in the house so fast? He walked to an old, dark house, climbed the steps of the entrance, and knocked on the door. An old woman opened the door, and when the traveler gave her the scarf, she told him "Where did you get this? It belonged to my daughter. She died more than forty years ago."

The man couldn't believe it. Quickly, he got in his car again. As he drove away from the house, he looked behind him. When he turned his eyes to the road again, the young woman was in the middle of it. The car was going so fast, that when he tried to avoid hitting her, he lost control. Every year, in the anniversary of her death, the young woman finds a poor traveler in the 11th route.

(Adapted from HBO Latinoamérica, 2015)

TWO SISTERS

It is said that in Ralco Lepoy, in a place of very precious landscapes, there was an immense Lake, and in the middle of the Lake, an island. That island was very mysterious, changing position every month and causing fear among the people, so nobody had dared to enter it. One day, two beautiful Pehuenche teenage girls were walking around, and they found out that the island was on one side of the lake. They wanted to see what would happen if they went to the island. The older sister dared to go first, but the younger one regretted it and had a feeling that something bad could happen. She wanted her sister to leave immediately, but she did not obey and instead got excited looking for duck eggs.

After a while, the island changed position and took the older sister. The two sisters were terrified and tried to communicate, but it was impossible to hear their words. The safe girl did not know what to do, and finally decided to go find her parents. They tried to rescue their daughter, but it was impossible, so they decided to stay on the lake shore in case she returned. The island did not change position again and months passed without any more changes.

One night, while they were sleeping and had lost hope that their daughter would return, she appeared in her mother's dream, telling her not to worry anymore because she had married a prince, and she would never return. Her husband would give them the best fish as a wedding gift the next day. This is how the young girl disappeared.

(Adapted from Paine & Chile. Ministerio de Agicultura. FUCOA., 2004)

Appendix 10. Perception survey statements

1. "La lección me ayudó a escuchar atentamente."

2. " Las actividades me impulsaron a trabajar en las clases, sabiendo que pueden ayudarme a entender lo que escucho en inglés."

3. "Fui capaz de participar en las diferentes tareas de la lección."

4. "La lección me ayudó a extraer información general y específica de las historias."

5. "Las actividades me ayudaron a adquirir y usar nuevas palabras en inglés."

6. "Las actividades seleccionadas para las clases me han ayudado a aprender nuevas palabras en inglés."

7. "Las actividades sobre las historias me han ayudado a comprender lo que escucho en inglés."

8. "Puedo inferir lo que significan algunas palabras en inglés, en base al contexto."

9. "La cantidad de tiempo dedicada a la narración de las historias fue suficiente para mejorar la comprensión auditiva en inglés."

10. "Creo que mi nivel de inglés ha mejorado gracias a las actividades y las historias."

11. "Las historias seleccionadas para las clases han sido de mi interés."

12. "Las historias seleccionadas para las clases me inspiraron a valorar la cultura del lugar donde vivo."

13. "Storytelling, o la narración de historias, es interesante para mí."

14. "Los temas de las historias me han ayudado a interesarme más en las actividades."

15. "Queremos conocer tu opinión personal acerca de tu experiencia en las actividades y las historias realizadas. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?"

Appendix 11. Sustainable Development questionnaire

Cuestionario de auto reporte sobre contribuciones primarias y secundarias a los Objetivos de Desarrollo Sostenible, organizados por categorías.

En caso de que aplique, marque con una "X" un único Objetivo de Desarrollo Sostenible como aporte principal y otro objetivo como aporte secundario.

Bloques	Objetivos	1°	2°
Personas	1. Poner fin a la pobreza en todas sus formas y en el mundo.		
	2. Poner fin al hambre, lograr la seguridad alimentaria y la mejora de la nutrición y promover la agricultura sostenible		
	3. Garantizar una vida sana y promover el bienestar de todos y todas las edades.		
	4. Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos.	X	
	5. Lograr la igualdad de género y empoderar a todas las mujeres y las niñas.		
Planeta	6. Garantizar la disponibilidad y la gestión sostenible del agua y el saneamiento para todos.		
	12. Garantizar modalidades de consumo y producción sostenible.		
	13. Adoptar medidas urgentes para combatir el cambio climático y sus efectos.		
	14. Conservar y utilizar sosteniblemente los océanos, los mares y los recursos marinos para el desarrollo sostenible.		
	15. Proteger, restablecer y promover el uso sostenible de los ecosistemas terrestres, gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras y detener la pérdida de biodiversidad.		
Prosperidad	7. Garantizar el acceso a una energía asequible, fiable, sostenible y moderna para todos.		
	8. Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos.		
	9. Construir infraestructuras resilientes, promover la industrialización inclusiva y sostenible y fomentar la innovación.		
	10. Reducir la desigualdad en los países y entre ellos.		
	11. Lograr que las ciudades y los asentamientos humanos sean inclusivos, seguros, resilientes y sostenibles.		
Paz	16. Promover sociedades pacíficas e inclusivas para el desarrollo sostenible, facilitar el acceso a la justicia para todos y construir a todos los niveles institucionales eficaces e inclusivas que rindan cuentas.		X

Asociaciones	17. Fortalecer los medios de implementación y revitalizar la Alianza Mundial para el Desarrollo Sostenible		

Cuestionario de auto reporte sobre contribuciones primarias y secundarias a los Objetivos de Desarrollo Sostenible, organizados por categorías.

En caso de que aplique, marque con una "X" un único Objetivo de Desarrollo Sostenible como aporte principal y otro objetivo como aporte secundario.

Bloques	Objetivos	1°	2°
Personas	1. Poner fin a la pobreza en todas sus formas y en el mundo.		
	2. Poner fin al hambre, lograr la seguridad alimentaria y la mejora de la nutrición y promover la agricultura sostenible		
	3. Garantizar una vida sana y promover el bienestar de todos y todas las edades.		
	4. Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos.	X	
	5. Lograr la igualdad de género y empoderar a todas las mujeres y las niñas.		
Planeta	6. Garantizar la disponibilidad y la gestión sostenible del agua y el saneamiento para todos.		
	12. Garantizar modalidades de consumo y producción sostenible.		
	13. Adoptar medidas urgentes para combatir el cambio climático y sus efectos.		
	14. Conservar y utilizar sosteniblemente los océanos, los mares y los recursos marinos para el desarrollo sostenible.		
	15. Proteger, restablecer y promover el uso sostenible de los ecosistemas terrestres, gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras y detener la pérdida de biodiversidad.		
Prosperidad	7. Garantizar el acceso a una energía asequible, fiable, sostenible y moderna para todos.		
	8. Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos.		
	9. Construir infraestructuras resilientes, promover la industrialización inclusiva y sostenible y fomentar la innovación.		
	10. Reducir la desigualdad en los países y entre ellos.		
	11. Lograr que las ciudades y los asentamientos humanos sean inclusivos, seguros, resilientes y sostenibles.		
Paz	16. Promover sociedades pacíficas e inclusivas para el desarrollo sostenible, facilitar el acceso a la justicia para todos y construir a todos los niveles institucionales eficaces e inclusivas que rindan cuentas.		X
Asociaciones	17. Fortalecer los medios de implementación y revitalizar la Alianza Mundial para el Desarrollo Sostenible		

Debe adjuntar este documento a su trabajo de titulación, trabajo de título, proyecto de título o seminario de título.