

Use of authentic material to strengthen reading comprehension in the 7th grade of
the educational institution Bethlemitas Brighton

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Foreign languages bachelor degree (English – French)

Practicum stage

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Content list

Chapter I: General presentation of the project.....	15
Introduction.....	17
Justification.....	19
General objective	21
Specific objectives	22
Conclusions.....	22
Chapter II: Institutional Observation and Diagnosis Report	24
Documentary analysis.....	24
Topographic location	24
Administrative level.....	25
PEI	25
Institutional mission.....	26
Institutional vision	26
Symbols	27
Shield	27
Flag	27
MEN guidelines and regulations for the health emergency.....	28
Journey	28

Institutional philosophy	29
Institutional principles and bases	29
Institutional values	29
Organization chart	30
Coexistence manual	30
Rights of students	31
Teachers' responsibilities	32
Institutional schedule and programming	33
Pedagogical level	33
Planning the area of languages	33
Knowledge of available pedagogical resources	34
Syllabus	34
Methodology	35
Modalities of accompaniment to the learnings	36
Design of guides and materials	36
The Basic Rights of learning in the institution. Standards	37
Courses	37
Technological level	38
Connectivity	38
Access and use of platforms	38

Description of the digital resources used.....	38
Population-level and target population information	39
Number of students	39
Gender.....	39
Age.....	40
Language level.....	40
Teacher staff	40
Administrative staff	40
Parent’s community	40
Chapter III: Pedagogical and research component	42
Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton	42
Introduction.....	42
Problem.....	43
Justification.....	44
Objectives	45
General objective	45
Specifics objectives	45
Research questions.....	46
Main question	46

Sub questions	46
Theoretical framework.....	46
Reading comprehension.....	46
Authentic material	47
Authentic material in classroom	47
Communicative approach or Communicative language teaching (CLT)	48
Vocabulary	48
Literature review.....	48
Teaching strategy	48
Authentic material Benefits in reading	52
Pedagogical methodology.....	53
Implementation of the pedagogical methodology	55
Project presentation	56
Song “Lemon tree”	61
Magazine.....	67
Interview	75
Research methodology.....	81
Design	81
Population	82
Sample	82

Instruments	83
Data analysis and interpretation.....	89
Ethical considerations	93
Chronogram	95
Findings	95
Authentic material as a teaching strategy	95
Comprehension of the text.....	97
Authentic material for reading comprehension	102
Benefits of authentic material	109
Conclusions.....	112
Recommendation	114
Chapter IV: Community Outreach Component	115
Introduction.....	115
Justification.....	116
Objectives	117
General objective	117
Specific objectives	117
Methodology.....	117
Methodology implementation.....	118
Chronogram	120

Conclusions.....	121
Chapter V: Intra – institutional activities component.....	123
Justification.....	123
Objectives	124
General objective	124
Specific objective.....	125
Methodology	125
Participatory activities	126
Quarterly planning	126
Training for risk and fire emergencies.....	126
Value of September: solidarity	126
Leaded or organized activities	135
Conclusions.....	143
Chapter VI: Reflective approach	144
References.....	147
Appendix.....	153

Figure list

Figure 1 Bethlemitas Brighton location	24
Figure 2 Educational institution Bethlemitas Brighton – google maps	24
Figure 3 Shield - Bethlemitas Brighton	27
Figure 4 Flag - Bethlemitas Brighton	28
Figure 5 Organization chart	30
Figure 6 Syllabus 7th grade	35
Figure 7. Syllabus 8th Grade	35
Figure 8 Supervisor (Teacher) schedule	37
Figure 9 Evidence presentation of the project	60
Figure 10 Evidence presentation of the project	60
Figure 11 Evidence Authentic material	61
Figure 12 Workshop 1 - participant 1	62
Figure 13 Workshop 1 - participant 1, second side	63
Figure 14 Evidence - First implementation	67
Figure 15 Evidence First implementation.....	67
Figure 16 Evidence flashcards	67
Figure 17 Workshop 2 - participant 2	69
Figure 18 Workshop 2 - participant 2, second side	69
Figure 19 Evidence second implementation	74
Figure 20 Evidence second implementation - workshop.....	75
Figure 21 context explanation.....	75
Figure 22 second implementation - Digital flashcards	75
Figure 23 Workshop 3 - participant 3	77

Figure 24 Third implementation evidence	80
Figure 25 Evidence third implementation explanation	80
Figure 26 Topic explanation	81
Figure 27 Digital flashcards	81
Figure 28 Documental analysis - workshop	89
Figure 29 Project base categories	91
Figure 30 Matrix - journals	91
Figure 31 Matrix - interview	92
Figure 32 score by grades for the comprehension level	92
Figure 33 Graph of percentages, example	93
Figure 34 Group analysis data from the workshops	93
Figure 35 Letter of consent	94
Figure 36 Letter of consent	94
Figure 37 first implementation score	103
Figure 38 Second implementation score	104
Figure 39 third implementation score	105
Figure 40 Global percentage by participant	106
Figure 41 Weekly formation	127
Figure 42 Flag raisings	128
Figure 43 Jean Day - Valentines' Day	129
Figure 44 Eucharist	130
Figure 45 Students' Day	131
Figure 46 Costume competition	131
Figure 47 Microenterprise fair - stands	132

Figure 48 Microenterprise fair	132
Figure 49 Christmas Eve / Christmas advent.....	133
Figure 50 Christmas Eve / Christmas advent, day 1	133
Figure 51 Symbol delivery	134
Figure 52 Symbols delivery / band instruments	134
Figure 53 flag-raising 7mo	135
Figure 54 dramatized	136
Figure 55 Talent show - secondary	138
Figure 56 Talent show - primary	138
Figure 57 Talent show - preparations	139
Figure 58 Christmas Eve / Christmas advent Last day	139
Figure 59 Christmas Eve / Christmas advent pre-service teachers.....	140

Table list

Table 1 Pre-service teacher schedule	37
Table 2 Number of students	39
Table 3 Project Implementation Planning format	55
Table 4 Presentation of the project - Planning	57
Table 5 First implementation - planning.....	63
Table 6 Second implementation - Planning	69
Table 7 Planning third implementation.....	77
Table 8 Journal format	84
Table 9 Semi structure interview	86
Table 10 Activities Chronogram.....	95
Table 11 organization to evaluate the score of the workshops	102
Table 12 Score first workshop	102
Table 13 Score second workshop.....	103
Table 14 Score third workshop	104
Table 15 General score by participant	105
Table 16 primary planning format	118
Table 17 Chronogram fourth grade 02.....	120
Table 18 Chronogram fourth grade 03.....	121
Table 19 Intra-institutional activities - schedule September.....	140
Table 20 Intra-institutional activities - Schedule October	141
Table 21 Intra-institutional activities - Shedule November	142

Appendix list

Appendix A Chronogram activities September	153
Appendix B Quarterly planner	154
Appendix C Planner and daily control	154
Appendix D Project presentation	155
Appendix E Project presentation - flashcards.....	155
Appendix F Project presentation - questions	155
Appendix G First implementation - flashcards.....	156
Appendix H Workshop	156
Appendix I Workshop	157
Appendix J Second implementation.....	158
Appendix K Digital flashcards	158
Appendix L Worksheet.....	159
Appendix M Worksheet.....	160
Appendix N Transcription - underline unknown words	160
Appendix O Vocabulary activity	161
Appendix P Workshop.....	162
Appendix Q Journal first implementation	162
Appendix R Journal second implementation.....	164
Appendix S Journal third implementation	166
Appendix T Base project categories	169
Appendix U Transcription interview participant 1	173
Appendix V Transcription interview participant 1	174
Appendix W Transcription interview participant 1	175

Appendix X Parental consent	176
Appendix Y Parental consent	177
Appendix Z Planning 4 th grade.....	177
Appendix AA Evidence If you, song.....	181
Appendix BB If you, song	182
Appendix CC Evidence old Mc Donald song	182
Appendix DD Old Mc Donald song	183
Appendix EE Old Mc Donald dance song	183
Appendix FF Animals song.....	184
Appendix GG Animals song	184
Appendix HH Talent show – primary	185
Appendix II Talent show event secondary	185
Appendix JJ Talent show – secondary Jauregui theater	186

Chapter I: General presentation of the project

This project covers six chapters that are part of the final practice as a teacher in training for the degree in foreign languages. Which focuses on developing and putting into practice the knowledge acquired throughout the academic training taking into account the linguistic and teaching knowledge acquired throughout the degree.

Chapters that composed this project are divided into components. First is the general presentation of the project. Second, the chapter of observation and diagnosis. third, the chapter of the pedagogical and research component, fourth, the outreach component. Five, the component of intra-institutional activities. And, six, the reflective approach.

The first part of the project presents the general view about the development and contextualization into the last stage into de academic pre-service teacher formation, and explain the whole idea of the project.

The second part comprises the institutional information of the school where the project is carried out, considering important data such as the pedagogical and administrative levels, the philosophical beliefs of the institution, values and academic elements in terms of the form educational level of teaching both in the basic areas and in the area of English, among others.

The third, is the research pedagogical project. Here, the central research of this project based on reading comprehension is presented through the use of authentic material in the 7th grade of the public educational institution Bethlemitas Brighton. This session explains the problematic related to the reading comprehension. Besides, there is the information based on how the project is carried out, taking into account mainly the

observation made in the institution to be able to know the problem, set objectives, and base previous theories and research to guide the project and thus, know the type of research and how a methodology is implemented based on the chosen population and sample, an explanation of the data collection and analysis of the it and, a schedule are also given. As closure of this component the findings, conclusions and recommendation are presented.

The fourth part, the community outreach component is presented, in which the accompaniment to grades 4-02 and 4-03 of the Bethlemitas Brighton institution is be reflected in the primary headquarters to reinforce the topics in the English area. This section reflects the methodology based on the implementation of songs as a strategy to reinforce and teach vocabulary related to the topics that are seen in class. On the other hand, a schedule of the sessions that take place for the use of songs is also set. And the conclusion of this part of the project is described

The fifth part is intra-institutional activities component, that involves different activities in which it is reflected an institutional work. It is also explained from an introduction and justification the importance of being a participant in these activities since it helps the construction of a being committed to education from its different institutional areas. Mention is made of activities such as flag raising, student formations, programming of cultural events, among others. Those activities are divided into the participatory activities and the leaded or organized activities.

Finally, the sixth part is the Reflective approach in which the pre-service teacher explains in general aspects the process carried out into the time as an active a collaborative person into the practicum stage, also a general comments, challenges and observations are presented.

Introduction

English is one of the most important languages worldwide taking into account that it is one of the most spoken languages around the world. According to Nishanthi (2018) there is a certain number of reasons about why it is necessary to learn English today and explains that English plays such a relevant role worldwide that it is inevitable to connect it globally with many aspects of society, especially at an economic and educational level. Besides the ministry of education in Colombia MEN (2018) sets certain standard guidelines in learning a second language in this case English.

It is thanks to this standard in Colombian education that this project is carried out, considering the necessity to develop English skills within educational institutions. That is why this project is developed in an institution where students meet the national standards for learning English as a second language.

It is for this reason that the teaching of the foreign language has a fundamental role in the construction of students, since it allows them to acquire the necessary knowledge for the use of a second language, in the case of Colombia, English, which open a great possibility of opportunities in different areas of their lives.

Beyond being a requirement of the Ministry of Education, learning English or a foreign language allows training with benefits in different environments of the person. Therefore, the role of the teacher plays a fundamental part in the learning process, allowing students learning opportunities, and taking into account the different strategies that can be used to learn a foreign language. Consequently, the use of authentic materials in the teaching of English allows connecting topics of different interests and even current affairs

with the learning and practice of the different skills required to learn English, such as reading comprehension.

With this idea in mind, the development of this project focuses on the execution of an English practice within an institution that has the guidelines given by the Ministry of Education for the teaching and learning of English as a requirement of a fundamental right of students. In the same way, the need for the academic context of the institution is taken into account, where reading comprehension requires attention and development for improvement.

Secondary grades are governed by standards and basic learning rights that help consolidate topics based on national learning requirements.

On the other hand, the accompaniment of students from primary grades is of great importance for the impact of English with good results to address basic English topics. These subjects are also established by the Colombian Ministry of National Education and have their own basic learning rights and standards. These scopes have several factors focused on learning not only initial level topics, but can also be accompanied by vocabulary learning of the topics that are taught, relating their mother tongue with the second language, which is English.

This complementary learning can be carried out through didactic strategies within the classroom in order to enhance the knowledge they acquire throughout their academic training. One of these strategies is the use of songs to strengthen, teach and improve the knowledge of vocabulary that they have been acquiring in their first years of training and in

the degree that they are studying. This strategy promotes meaningful learning that also provides interest and motivation in students when learning the second language.

Finally, in general aspects of the institution, education goes beyond just teaching a class but also focuses on being a social entity of the institution, either within the facilities in activities that are proposed from the annual planning of the institution as well as outside the institution in all those activities that represent the school and its principles and that have educational purposes in relation to what the school wants to achieve for the comprehensive education of its students. These activities are aimed at the integration, participation and unification of administrators, students, parents and other people who make up the institution. Similarly, these activities support the strengthening of the institution in the social spheres that are also part of the formation of being, not only for students but also for teachers and the administrative level of the institution, turning them into active entities.

Justification

National education has needed intensive reinforcement in student learning in the different fundamental subjects. This, considering the current situation given the post-pandemic and as a consequence the students have noticed the need for strengthening in different academic areas, one of them English. For this reason, the institutions have created planning emergent in which the idea is to reinforce and teach in a concrete way the topics in which the students should be for the level in which they are studying.

Given these difficulties presented in recent years, students have shown certain shortcomings in learning the foreign language. On the other hand, the approach that is being given is an approach that is confined to the guide of grammar books and exercises

focused only on structures. This generates monotony for students in learning English, producing academic demotivation.

This is where, thanks to class observation, it was possible to notice the need to involve materials that help improve the skills of students and motivate them to want to participate in meaningful learning.

Authentic materials allow students to approach a reality of the context of the language, just as it helps students to have a perspective on issues implicitly related to culture.

In other words, there is a shortage in some of the students' skills when learning English, since it focuses only on the grammatical part. Similarly, although different types of resources are used for learning grammar, which is the focus that students have, a lack can be observed in the use of authentic materials and also in the implementation of culture as a teaching aid.

Moreover, according to Berardo (2006) well-chosen authentic material for a skill enhances students' interest in their language needs and abilities. In other words, the use of authentic material allows to take an innovative teaching perspective and also generates a motivation in the students since they can relate it to the cultural environment of the language. Allowing students to learn English in a different environment and generating motivation for their training process.

These difficulties are reflected not only in the secondary grades but also in the grades of primary education, for which it is necessary to reinforce and improve the knowledge of the students in the basic subjects. Taking into account that primary school

students are in a stage of receptivity and didactics, songs are a great strategy to improve and complement teaching in the classroom. Dale (1992) mentions that songs are an excellent strategy for improving and learning vocabulary and understanding sentences (As cited Apsari, 2012). This gives a perspective that the songs related to specific topics allow the acquisition of vocabulary. This strategy allows to capture the attention of the students to be able to reinforce the vocabulary of the them, since working on the vocabulary is useful to be able to increase the lexicon and later it is reflected as a benefit when understanding and writing sentences.

Finally, the teaching work is not only about what is done in the classroom, but also about being an active entity in the institution and understanding the whole of the participation and academic training of the students, who are also formed as human beings. social. For which are the intra-institutional activities of the school, where different types of educational and pedagogical events are carried out with the participation of students, teachers, parents, representatives and administrators of the institution, it is here where you have the opportunity to know the pedagogical work group of the institution promoting the active participation of the entire community uniting all the participating parts of the institution. In the same way, these activities allow to know the different fields that the institution covers.

General objective

To execute the integral practice in Bethlemitas Brighton institution as a teacher developing the research and pedagogical component, assist the learning process of primary students and to be an active actor in intra-institutional activities.

Specific objectives

To strengthen the reading comprehension of the 7th grade students of the Bethlehemitas Brighton educational institution through authentic material

To support the English classes using songs with 4th grade students of the primary school

To contribute to the different intra-institutional activities that are carried out in the institution

Conclusions

It was possible to conclude that the process of integral practice in the last phase of the pre-service teacher allowed to be an integral entity in the teaching process within the educational institution where the practice was developed. During this process, the pre-service teacher in training was an active entity where three components were carried out.

The first component based on the pedagogical and research component, focused on the use of authentic material to strengthen the reading comprehension of the institution's 7th grade students. However, through the progress of the project, reading comprehension can be promoted through authentic material using didactic sequences and strategies that allow a development focused on the needs of the students and also allowed the expansion of vocabulary, and the growth of interest for reading.

The second component, outreach component, focused on the assistance to the community resulted in support in teaching English to 4th grade students, using music and didactic songs as a fundamental basis for learning vocabulary in English. It also reflected a continuous accompaniment during the learning processes of the students in primary school.

Finally, the third component, based on intra-institutional activities, allowed personal growth in the training of the pre-service teacher. It was possible to conclude that active participation in the activities inside and outside the classroom are essential for the complete training of the teacher. As a result, they participated as an active entity within the educational institution.

Chapter II: Institutional Observation and Diagnosis Report

Documentary analysis

Topographic location

Bethlemitas Brighton high school is located in Pamplona in the department of Norte de Santander, Colombia. In the Street 1 N° 5-90 street Brighton.

Figure 1 Bethlemitas Brighton location

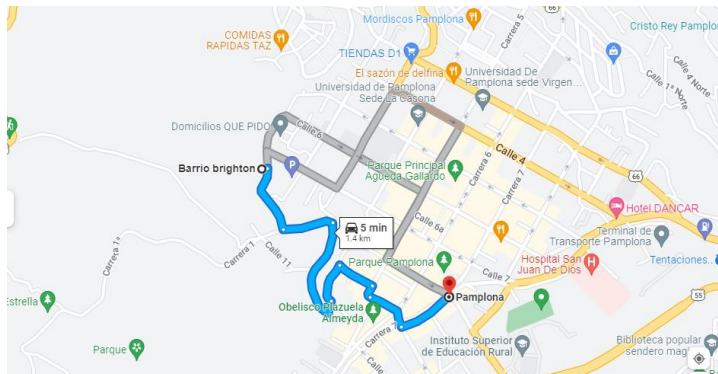


Figure 2 Educational institution Bethlemitas Brighton – google maps



Institutional history

Pedro de San José, a Franciscan who began a work to help the poor with two tasks: the first, care for the neediest, providing health aid to poor people in the afternoon. The

second was in the mornings, where he used that same place to educate children, indigenous people and people with few resources to access an education without discriminating.

In the 19th century, in 1986, mother Encarnación Rosal arrived, who is the one who rescues the teachings of Brother Pedro and decides to found the “*Comunidad de hermanas Bethlemitas*” This Bethemitic name comes from the Aramaic bet-lehem, which in Spanish is “Belén” and means house of bread. What they maintain today as a symbol and institutional work that the College should reflect is a house for food, but spiritual and teaching food while preserving the principles given by its founders. They took care of the Institution with the name of “*asilo de la sagrada familia Brighton*”

In the year 1900, education was provided in the first grades of basic primary. Years later the need arose to expand the educational service, improving the construction and conditioning of new classrooms and sports spaces; up to currently having two locations, to house boys, girls and young people at the preschool, basic primary, basic secondary and technical secondary levels.

They currently have the approval of the Ministry of Education as “Bethlemitas Brighton Educational Institution” with articulation with SENA, in the Technical Middle (10th and 11th). It has a number of 1,011 students.

Administrative level

PEI

The Bethlemitas Brighton educational institution comprises a project based on values that has the title "Being with values", demonstrating that within the educational offers found in the city of Pamplona, this institution is one of the only public schools that

defends religious principles. The PEI of the institution is a resignification of the PEI proposed in 2019 where are found the fundamental aspects of the directive components, administrative management and academic component.

For the institution, the first thing is in the formation of the human being, forming in coexistence, the human being needs spiritual health and the need for values and living in community. This education in values and in the spiritual area is reflected in a good coexistence as a life project and for that it is necessary to acquire some learning.

Institutional mission

The institution is an Educational Institution that, in the light of the Bethlemitas Philosophy, seeks participation, updating and service in evangelization.

The institution contributes to comprehensive training by providing quality and inclusive education, based on ethical, scientific, technical, investigative, environmental and participatory principles.

The institution has the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the Educational Community.

Institutional vision

The Bethlemitas Brighton Educational Institution in the year 2022 will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical and technical innovation, tending to care for the environment and respect for the public, of an inclusive nature, consolidated in its comprehensive training processes for highly qualified people.

Symbols

Shield

In the form of a quadrilateral, with the lower angles rounded by a quarter of Bethlehemitas, from Bethlem, in Aramaic "house of bread"; as who says dispensers of the bread of welcome, of service, of love, of the word. Within this same border reads the name of the Institution: Bethlehemitas Brighton Educational Institution. "VIRTUS ET SAPIENTIA" – "VIRTUE AND WISDOM, specific characteristics of our Educational Institution. On a field of gold, a heart symbol of love and of the Christian human sense that every member of the Institution must develop. On a blue field a lighted lamp, meaning the scientific field through which it is proposed to accompany the student in the pedagogical process.

Figure 3 Shield - Bethlehemitas Brighton



Flag

White color as a symbol of integrity, honesty, simplicity, sincerity, values that it intends to plant in the minds and hearts of each of the students.

In the upper and lower corner of the painting there are two red triangles to affirm that the primary value is Love, distinctive of the Heart of Christ and a bond of union, service and solidarity with the brother.

Figure 4 Flag - Bethlemitas Brighton



MEN guidelines and regulations for the health emergency

The school has the direction as ordered by the Ministry of Education according to the administrative and legal policies of childhood and adolescence that are in force.

Regarding the health emergency due to the Covid 19 pandemic, the institution took all security measures to resume face-to-face classes this year, taking as preventive care the use of anti-bacterial at the entrance of the institution, frequent washing of hands and use of masks within educational facilities.

Journey

The educational institution Bethlemitas Brighton provides an academic service in the mornings. From Monday to Friday. The primary and secondary school are from 7:00 am to 1:00 pm.

Institutional philosophy

The apostolic and educational legacy of the founders is strengthened by the norms issued by the MEN and the Secretary of Education, contributing pedagogical practices and building quality education every day that leads to the dynamization of significant learning, based on the Holistic transforming model educating in the love for service.

Institutional principles and bases

Bethlemitas Brighton Educational Institution is based on academic excellence, therefore its curriculum favors the proper course of reason and intelligence: right judgment, knowledge, conceptual rigor, research, artistic and cultural creation, as well as interaction between theory and practice projecting in actions that strengthen sensitivity, tenderness, affection, commitment and solidarity with the neediest people.

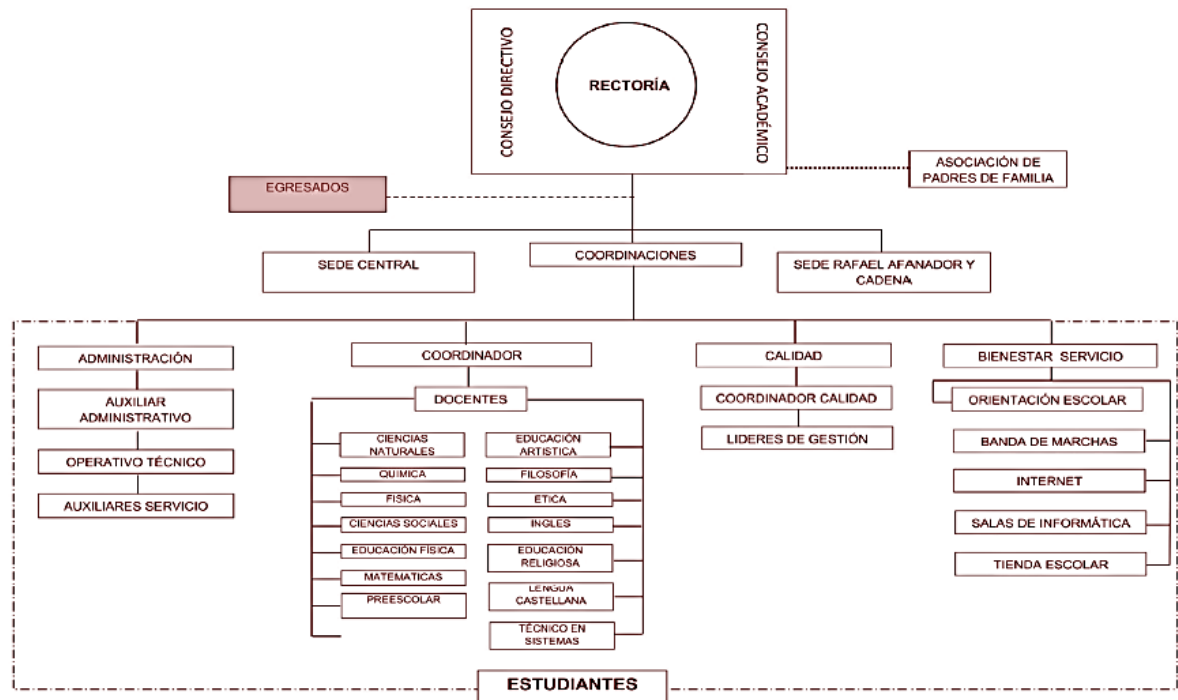
Institutional values

Following the example of Jesus Christ, human-Christian values are assumed in the PEI and educational ministry, the following values are promoted:

LIFE, FAITH, LOVE, FREEDOM, JUSTICE, RESPECT, HONESTY,
RESPONSIBILITY, DIGNITY, SOLIDARITY AND MERCY, SERVICE, FRIENDSHIP,
TOLERANCE, SIMPLICITY, PEACE, FRATERNITY, REPAIR, EXCELLENCE.

Organization chart

Figure 5 Organization chart



Coexistence manual

It conforms to the educational policies established by the MEN, according to the General Education Law 116/94, in its article 87, articles 2, 3, 3.1, 4.4 of decree 1075/15 "Educational establishments will have a regulation or manual of coexistence, in which the rights, duties, of students, parents, guardians, caregivers, by signing the corresponding registration on behalf of their children, are accepting it. They are complementary, Law 1620/2013 and regulatory decree 1965, Law 1098/2006, decree 2383/2015 and other jurisprudence of the constitutional court.

This manual is available to the entire educational community.

Rights of students

Be admitted to the institution by meeting the requirements and if there is space available

Stay in the Institution

Know and analyze the commitments assumed with the Institution at the time of admission, as well as the regulations stipulated in the Coexistence Manual.

Receive the educational process and be evaluated in accordance with the provisions of the SIEE.

Use the audiovisual media and the available teaching materials that favor their learning.

Enjoy a healthy, pleasant, aesthetic and uncontaminated environment that facilitates an adequate learning process.

Receive orientation, assignment and correction of tasks, written works, investigations, consultations and other required activities

Receive improvement plans designed by the Institution, when required to overcome academic deficiencies.

Be evaluated equitably and fairly in accordance with the SIEE by the Spanish acronyms that means Sistema Institucional de Evaluación de los Estudiantes (Institutional System of students' evaluation in English)

Know the proposed performance indicators, criteria, strategies and means of evaluation that will be applied in each area of knowledge.

Elect and be freely elected for student representation positions in the School

Government

Participate in different student welfare activities

Wear the uniform, daily, gala or sports established.

To be treated with respect by the employees and other personnel in charge of the logistics services of the Institution.

Receive class hours in each area according to the intensity determined in the Study Plan and approved by the Academic Council

Make proper use of the movable and immovable property of the Institution

Enjoy comfortable, clean, well-lit spaces with good natural ventilation that promote mental balance.

Enjoy the appropriate pedagogical break.

To be respected in their sexual inclinations, as well as in their human, sexual and reproductive rights.

Belong to a religious cult of your choice.

Receive the provision of teaching resources by the parent.

Teachers' responsibilities

Educate students through the values of Christ Jesus

Provide academic and personal training through the values established in the institution

Encourage autonomous student learning

Make use of the different resources provided by the institution for a quality education

Be part of the teachers' assembly

Serve as an advisory body for the administration of the Institution

Attend all meetings or calls scheduled at the required time.

Present effective solutions to coexistence and/or academic difficulties at these meetings and establish strategies.

Submit proposals for institutional improvement.

Establish assertive communication mechanisms among all members of the educational community.

Elect the teacher representative to the Board of Directors

Institutional schedule and programming

Bethlemitas Brighton Educational Institution has a quarterly study plan, of thirteen weeks each. Moreover, uses a monthly chronogram to the activities. And a week of recess in October required by the ministry of education. ([Appendix A](#)).

Pedagogical level

Planning the area of languages

The institution Bethlemitas Brighton has a planner for the teachers. To arrange the moments in the class.

The planners of the Brighton educational institution are composed of quarterly planning. Given that the pandemic lowered the standard levels established by the MEN for students in terms of English, reviews of previous topics are made.

Contemplating the planning that is carried out in the English area, certain thematic axes are taken into account that are adjusted to an institutional book suggested by the Ministry of Education called Talk to reinforce grammar and stipulate certain activities to be carried out. ([Appendix B](#))

Additionally, daily follow-up that is carried out by classes where the class and the activities carried out are generally described. Observations are also made but in relation to the students. ([Appendix C](#)).

Knowledge of available pedagogical resources

The educational institution has classrooms for each grade which are equipped with televisions, internet to develop pedagogical activities through the use of multimedia and for the use of ICT the establishment has a computer room. On the other hand, the institution has a library available to students and teachers in this same place is the photocopier area for the use of students and teachers. Finally, it has spaces such as a sports field and outdoor spaces for cultural, religious and academic events of the institution.

Syllabus

The study plans for the English area at the Bethlemitas Brighton educational institution are based on the Talk educational book, which is designed under the criteria of high school levels, taking into account the national guidelines for learning English (A1, A2, B1, B2).

Figure 6 Syllabus 7th grade

Module 3 SOMEONE SPECIAL (Macro-reticula) p. 54		Listening	Vocabulary	Grammar	Writing	Reading	Speaking	Project
EPOEM Program		3.1. Meet My Family and My Friends						
Lesson 1. Tell me about him. (Micro-reticula) p. 58-59	3.1.1 Adjectives	Physical Appearance	Personality Complexion	Describing People	Describe a person.	Pat's Favorite Football Player	Describe your personality and physical characteristics.	A presentation describing a celebrity.
Lesson 2. What's that? (Micro-reticula) p. 60 - 61		What's that?	Opposite Adjectives	Describing Objects Adjective Order	Sentences describing objects.	Objects in Our World	Describe an object.	Describe favorite teenagers' gadgets.
Lesson 3. You look nice! (Micro-reticula) p. 62-63		Linda's Friends	Outdoor and Daily Activities	Present Continuous for descriptions.	Descriptions	Jimmy's Friends	Describe a photograph.	Describe a news from the newspaper.
EPOEM Program		3.2. What can I do?						
Lesson 4. You can do it! (Micro-reticula) p. 64-65	3.2.1 The modal verb can 3.2.1.1 Affirmative 3.2.1.2 Negative 3.2.1.3 Interrogative	Ben's abilities	Expressions with 'can'	Modal verb 'can' for ability	Write about abilities.	Rita's abilities	Interview a partner about his abilities.	Presentation about animal's abilities.
Lesson 5. Who can what? (Micro-reticula) p. 66 - 67	3.2.2 Wh-questions with can	Questions and Answers	Question words	Question words WH- questions with can	Write questions and answers.	May's Life	Ask and answer questions.	Ask questions to guess identity of people and animals.
My Project p. 68		Using recycled materials						
Cultural Reading p. 69		Central Park						
Workbook p. 70 - 73								
Total Assessment p. 74 - 75		Self Assessment		Performance Assessment		Peer Evaluation		Developed Projects

Figure 7. Syllabus 8th Grade

Module 3. A NIGHT IN GUANAJUATO (Macro-reticula) p. 54		Listening	Vocabulary	Grammar	Writing	Reading	Speaking	Project	
EPOEM Program		3.1. Activities (Meso-reticula)							
Lesson 1. Were you having fun? (Micro-reticula) p. 58-59	3.1.1 Gerund verbs 3.1.2 Past Progressive Tense 3.1.2.1 Affirmative 3.1.2.2 Negative 3.1.2.3 Interrogative	Last Weekend	Gerund Verbs	Past Continuous (short answers)	Write sentences.	Paul's letter	Interview your classmates and complete a table.	"Interview your family members about their past experiences."	
Lesson 2. What were you doing yesterday at 8 p.m.? (Micro-reticula) p.60 - 61		Students Rule!	School and household activities	Past Continuous	Write correct sentences.	Tina's Morning.	"Interview your classmates about what their parents were doing at a specific time in the past"	Describe the last visit of a president to your country.	
Lesson 3. Were you studying while your parents were working? (Micro-reticula) p. 62-63		She Was Playing Tennis While...	Sports	Past Continuous (parallel actions)	Write sentences.	Synchronized Swimming	Talk about sports.	Describe a sport game/match.	
Lesson 4. Were you hiking last summer? (Micro-reticula) p. 64-65		Hiking With Friends!	Vacation activities	Past Progressive tense – short answers	Write a paragraph about people who hiked across your country.	Synchronized Swimming	Discuss the questions with your classmates.	Write a paragraph about people who hiked across your country.	
Lesson 5. Were you sleeping while I was working? (Micro-reticula) p. 66 - 67		Busy Day!	Activities at work	Past Continuous: Interrupted actions	Write a letter.	Synchronized Swimming	"Explain what you were doing from 7am to 6pm last weekend."	Write a letter about your last vacations	
My Project p. 68		Simultaneous Lifelines							
Cultural Reading p. 69		Top Tips for Traveling with Children in Vietnam							
Workbook p. 70 - 73									
Total Assessment p. 74 - 75		Self assessment		Performance assessment		Peer evaluation		Developed projects	

Methodology

In the English classes to carry out the methodology, the institutional book Talk is taken into account, which is a suggestion from the Ministry of Education. The methodology is based on the explanation of the subject given by the teacher in charge, through dictation of the grammar rules, examples and participation exercises with the students, these

explanations are linked to the use of multimedia material that the teacher chooses for a more detailed development, didactic and modern in the classroom.

Then some exercises based on the video are solved and finally the different activities of the book or individual workshops are given to the students to complete.

Depending on the time, these workshops are delivered right there in class or they are finished for the next class.

Modalities of accompaniment to the learnings

Secondary school students from sixth to ninth develop an hourly intensity of 4 hours per week which see the skills that the teacher develops based on the book. Apart from these schedules established by the institution, the students do not have tutorial schedules, so within the hours already stipulated, all the doubts that the students have regarding the class topics are cleared reinforcements are managed through tasks. If the students see themselves without academic progress, there is the orientation space where they are given an educational follow-up and also a talk to find out the reason for their academic dropouts, this goes hand in hand with a preventive appeal to parents.

Design of guides and materials

The use of the book "talk" is the guide for the design of grammar activities, simple reading comprehensions and some listening activities. however, the teacher uses different types of guides based on the topics to be seen to expand the activities and allow students to do other types of exercises apart from those in the book. Similarly, the teacher modifies video exercises that she shows in class to promote student participation in the classroom.

The Basic Rights of learning in the institution. Standards

The institution bases the learning criteria according to the DBAs that are established by the Ministry of Education and couples them with the thematic axes of the book. This is coupled in a quarterly planning that is delivered at the beginning of each quarter to thereby ensure goals based on the national English learning standards

Courses

Teacher Viviana Rueda is in charge of grades sixth two, sixth three, seventh one, seventh two, seventh three and eighth two.

Figure 8 Supervisor (Teacher) schedule

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON					
SEDE MONSEÑOR RAFAEL AFANADOR Y CADENA					
HORARIO 2022					
DOCENTE: VIVIANA KATHERINE RUEDA CARRILLO - INGLÉS					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
7:00-7:15	REFLEXION				
1a	8°-02	7°-01	8°-02	7°-03	
2a	8°-02	7°-01	8°-02	7°-03	
3a		7°-02	6°-03	7°-02	6°-02
4a		7°-02	6°-03	7°-02	6°-02
5a		7°-03	6°-02	7°-01	6°-03
6a		7°-03	6°-02	7°-01	6°-03

Table 1 Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 -7:15	REFLECTION				
1st	8° 02	7° 01	8° 02	7° 03	4° 02
2nd	8° 02	7° 01	8° 02	7° 03	4° 02
3rd					

4 th					4° 03
5 th		7° 03		7° 01	4° 03
6 th		7° 03		7° 01	

Technological level

Connectivity

In terms of post-pandemic connectivity, most physical spaces such as classrooms have Internet access for teachers and administrative entities of the institution. In the computer room, all computers for student use have connectivity.

Access and use of platforms

As the main platform for the institution, they use the web page “Web Colegios”, in which administrators, teachers, students and parents have access, all with different degrees of access depending on their position.

Despite the fact that during the pandemic they used different digital media for modern and virtual learning, currently the institution resumed traditional classroom uses for better ease in terms of economic resources for parents and guardians.

Description of the digital resources used

On the one hand, during the observation it was possible to estimate the use of digital resources such as television, computer and internet by the teacher to synthesize the topics covered through videos on platforms such as YouTube or short episodes of series on Netflix.

On the other hand, the communication between parent / student and teacher is given via WhatsApp to send information regarding the institution or academic information regarding the student.

Population-level and target population information

Number of students

In terms of enrollment there are a total of 101 students in the seventh and eighth grades distributed as follows

Table 2 Number of students

Grade	Number of students
Seventh 01	30 students
Seventh 03	30 students
Eighth 02	41 students

However, given the particular circumstances of certain students, there are some who have been withdrawn from the institution or have not resumed classes since the last vacation.

Gender

The educational institution has a policy of mixed education (men and women) from transition to the technical average in 11th. In view of the above, the population will be mixed.

Age

The institution receives students when they have reached the minimum age of 5 years. Nevertheless, with the population that is going to work, they are approximately between 11 and 13 years old.

Language level

According to the standards given by the Ministry of Education, students should be at a level between A2.2 and B1.1. Unfortunately given the problems of the pandemic and the health emergency, the students are at a level between A1 and A2

Teacher staff

The institution has 35 teachers in the school, of which 3 are dedicated to teaching English at high school levels and one of them 3 is the teacher of the English area.

Administrative staff

The administrative organization of the institution is headed by the director of the institution Ana Isabel Camacho Peñaranda who assumed the position at the beginning of this year and is in charge of all the institutional academic administration and she is the one who is responsible for the academic and social part of the institution. Then there is the coordinator who is in charge of the disciplinary area of the institution and who monitors the behavior of the students and even the teachers, guided by the manual of coexistence.

Parent's community

Parents have access to a parent board which is the representation by degrees of parents who are aware of different institutional processes in different areas of the institution and have certain rights for the spokesperson of the parent community in terms of ideas,

agreements or disagreements of the institution. This is called as association of parents and council of parents.

Chapter III: Pedagogical and research component

Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton

Introduction

English has become a fundamental area for the human being, where this language is of great importance in different aspects of the human, such as economic, labor, social, educational, among others.

Focusing on the last aspect mentioned, education in Colombia is based on certain guidelines that have been changing over the years, these guidelines are complemented by the basic learning rights of each student. In this way, English plays a fundamental role in the national institutional requirements of the country. It is there the existence of the national learning program “Colombia Bilingüe” from which the institutions are supported to create the basic contents for the teaching of English as a foreign language.

However, in Colombia there is still a need for innovation and methodologies for structuring English teaching, taking into account the academic effects left by education after the pandemic. Therefore, the teachers focused on reinforcing the most important topics of the lessons to level the students in grammatical topics. As a result, it was possible to generate an improvement in basic aspects of the students in terms of the grammatical areas of the students.

Even so, some skills have not been worked on in the second language learning process since it has focused specifically on the grammatical improvement of students,

leaving aside the importance of other skills that compete for learning and managing English. From the aforementioned, the idea of improving reading comprehension is born, to strengthen this ability within an adequate academic context for students.

Similarly, Horst, Cobb and Meara (1998), explained that students through reading can expand their linguistic knowledge that provide a better performance in vocabulary that influence not only reading but also other skills. Which means the reinforcement of this reading comprehension skill allows students to have a broad knowledge of English and even have visibility of the other three skills that are involved in English as a foreign language.

On the other hand, the use of authentic material benefit students in two significant ways. The first is to be able to relate to real facts of the language, thus having a closeness to the real context of the language. The second is an implicit approach to American culture since you can see not only the linguistic context of the language but also the social context.

Problem

Thanks to the observations made in the 7th grade, it was possible to understand the academic context in English of the students. On the other hand, it was possible to note the strengths and weaknesses of the students in the different skills and forms of learning in the classroom. From the above, the need for monitoring and strengthening some of the skills is anticipated, but reading comprehension is the weakest among students. This due to three notable reasons. First, the material used for reading comprehension is only based on the texts that the book gives and limited extra material is sought to complement and promote reading comprehension. Second, the texts of the book are extremely short and therefore no progress is seen in the understanding of the students. Third, the texts do not leave a

superficial context on the subject, leaving aside the opportunity to include deep ideas and even relate them to the reality of the language.

Otherwise, it was possible to notice the lack of strategies to achieve a better scope in the improvement and strengthening of students in terms of certain comprehension skills given that although there are strategies for the explanation of grammar and implementation of exercises that promote participation in class, there is a lack of strategies in relation to the other skills. As already mentioned, the central approach currently taken is based on grammar and its use, leaving aside comprehension skills approaches and seeing it only as a superficial add-on in quarterly lessons and modules

Taking these criteria into consideration, it is relevant to address this research with the following questions

Justification

In the process of teaching a foreign language, it is necessary to take into account the main skills in order to impart significant knowledge where students find a balance in learning the language. Similarly, it is necessary to allow the teaching of these skills to motivate the student to want to learn a second language.

One of the biggest problems when working on skills in the academic field is that students do not clearly understand what they are doing. This is especially reflected when working on understandings. When a student does not understand what he / she is reading, they become frustrated and therefore a lack of motivation is generated when carrying out any type of activity related to reading comprehension. For this reason, it is important to find

a manner for the student to feel interested in reading process and encourage reinforcement in reading comprehension.

As aforementioned, it is important to find a material that allows students to generate interest in reading, but also that can become appropriate in different factors such as the linguistic, lexical part, among others. Further, this type of material should allow them to explore reading comprehension and be able to generate a thought in relation to reading. Zahid (2006), affirmed that the selection of a good authentic material can influence the motivation of the student since he/she finds himself/herself with a real text which helps to increase the variety of the language that he/she learns. On the other hand, authentic material for reading comprehension has a variety of types of writing or text that can be guided at the level of the students.

Objectives

General objective

To implement authentic material to reinforce the reading comprehension in 7th grade students at educational institution Bethlemitas Brighton.

Specifics objectives

To plan didactic sequences in order to use authentic material for enhance reading.

To expand students' vocabulary through the application of authentic material in class.

To motivate students in reading comprehension.

Research questions

Main question

How does the use of authentic material promote reading comprehension in the seventh grade?

Sub questions

How to increase the interest on reading comprehension in 7th grade students?

How does the use of authentic material encourage vocabulary expansion?

Theoretical framework

It is important to understand the main relevant aspects in the research to be aware to of the research purpose. In this space those concepts are mentioned and defined with the perception of an author.

Reading comprehension

Grabe and stoller (2002) Defined the reading comprehension as an intellectual process in which the reader understands the purpose and the text in a general idea analyzing the information inside the text. And, the comprehension allows to provide accurate information to improve a fluent reading. Likewise, Nunan (2003) pointed out that reading is a process that a person carries out to understand, recognize and interpret the words that an author wants to make known through words and ideas combining information given in a text with existing information. Which gives us to understand the linguistic importance that is developed through reading and understanding of writings, paragraphs, ideas, texts and words.

Authentic material

Authentic materials are all kinds of oral, written and audiovisual production with mostly social purposes for a specific linguistic community. According to Wallace (1992) authentic materials, especially authentic texts are those "real texts" that are not written for pedagogical purposes. In other words, they are genuinely real writings that have been made in order to entertain, communicate and inform the speakers of that language in which it is written. Furthermore, Rusmawaty, Atmowardoyo, Hamra and Noni (2018) divided the authentic material to teach reading in two main categories. First print that involves the text in a form of flyer, flight schedule, menus, short text and text excerpts, newspaper, magazines, maps, brochures, and invitation. Second auditory that involves the text in form of songs, transcription of the videos.

Authentic material in classroom

Jordan (1997) related the authentic material with all those texts not created to teach but that can be implemented in a class increasing the interest and motivation of the students taking into account that it connects them with the reality of the language that is learned. Furthermore, Oguz and Bahar (2008) the authentic material can be found in different sources, however within the language class it promotes the motivational performance of the students, allowing an interaction for the understanding of what is proposed to be done in class giving an approach to a real context of the language which means that the authentic material can be used in the classroom and can promote significant results for students in relation to what is taught.

Communicative approach or Communicative language teaching (CLT)

It is one of the teaching methods that appeared in the 1960s. It is based on using the real context of the language to complement the teaching of grammar, providing great innovations in the skills of teaching a second language. Didenko and Pichugova (2016) contributed that the CLT promotes practical communication in real life, which makes it a highly competitive approach with benefits for students.

Vocabulary

Focusing on reading comprehension, it is necessary to know that vocabulary has a fundamental role in having an understanding of what is reading. And, regarding the definition of vocabulary, Ellis, Tanaka and Yamazaki (1994) referred to vocabulary within the educational context as the acquisition of new words and articulations in a language, this acquisition being implicit or explicit.

Literature review

This literature review is focused on different studies related to the use of authentic material as a component to the reading comprehension in ELF classroom.

Teaching strategy

Kusumawardani, Santosa and Roschsantiningasih (2018) developed an exploration using authentic material to teach reading in a high school. The authors provided that authentic materials are a satisfactory material for students. However, this material, especially in terms of reading comprehension, supports to complement the teaching of reading as long as it is supplemented with complementary materials such as reading aloud, filling in blanks, reorganizing disordered paragraphs, transferring information, analyzing the text and know and organize the vocabulary. The authors based on the methodology of

Brown (2003) that focuses on four activities to perform a reading which are 1) perspective, 2) selective, 3) literal, and 4) extensive reading. The results allowed us to show that the selection of authentic materials appropriate to the needs of the students and focused on the topics allowed this type of material to be an adequate complement for the teaching of English.

For that reason, the authors divided the results into two categories: the first, Types of Authentic Materials Used by Teacher in Teaching Reading, in which the authors found that the authentic material was selected depending on the need that they wanted to achieve in the class. For this, they used instruments such as interviews, observation and documentary analysis. Thanks to this, they found that teachers used three types of authentic materials 1) audio visual 2) visual 3) printed. However, the selection of authentic material used depended on the lesson planned for the class and the core skill of the reading to be reinforced. For example, in audiovisual materials songs, music videos, short films and cartoons were used. In the visuals, images from magazines, food menus, advertising images were used. and for the printed ones, magazines, news, short stories were taken into account.

the second category was Reading Activities Conducted by the Teacher. In this category the authors focused on the same instruments for the results (interviews, observation and document analysis). Taking these instruments into account, the authors found that the teacher uses a scientific approach that allows him to carry out some steps for reading activities such as: 1) understand the text. 2) Students are asked to ask about the new vocabulary. 3) students answer certain questions given by the teacher about the reading. Similarly, they found that the teacher uses the strategy of reading aloud to analyze the text,

look for vocabulary and distinguish central words of the reading. Finally, these activities were focused on vocabulary, short questions and open questions.

Huda (2017) carried out a study concerning the use of authentic material as a resource to teach English at an Indonesian EFL classroom. This study revealed that the AM allow students to understand the real context. On the other hand, the author found an increase in students' motivation and participation. Likewise, the teachers had a positive attitude due to the real English in classroom. On the other hand, Huda classified the authentic material taking into account the categories that Gebhard (2006) uses, referring to the authentic material as anything that is for the purpose of communication among which he classifies as authentic material newspapers, magazines, TV or radio programs, movies, songs, advertisements and literatures. He also mentions the benefits that authentic material has such as positive effect on students' motivation, authentic cultural information, real language, more closely to students' needs, and creative approach to teaching. Similarly, it was based on the selection criteria of authentic material of McGrath (2002) which are (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality, and (8) Exploitability.

The results of this research were able to explore the attitude of the teachers when using the authentic material as a strategy for the reinforcement of English. These results showed that teachers tend to present a positive attitude since students are allowed to have an encounter with a real context of the English language, which helps them to explore English from another perspective, helping them to improve their motivation, which allows them to teachers to use activities related to vocabulary and understanding of what is seen,

read and listen. On the other hand, the authors found that the source most used by teachers to search for these authentic materials is the Internet, since according to the teachers it is where the greatest variety of authentic material is found. Finally, regarding the selection of this authentic material, teachers use certain criteria, taking into account the language level of the students and the texts or resources of authentic material they use, the objectives of the class based on the needs of the students, and the course.

Similarly, Sari, Hafifah and Mayasari (2020) conducted research about the use of authentic material in the teaching reading. The authors found a positive effect reflected in an enjoyable learning and a participative atmosphere in the classroom. Even though exist certain level of complexity to select appropriate material to the students due to the English level, the students shown an improvement in the comprehension of text and a progress in the vocabulary. They focused on authentic material allowing an approach to linguistic reality while increasing student motivation and understanding.

The results obtained by the authors focus on the perception of teachers when using authentic material as a strategy and tool for the students' learning process. These results showed that the authentic material shows a positive effect on teachers and students. since by using it as a learning strategy the environment of the students is positively affected when answering questions, and understanding the context of the authentic material used for any skill that is focused on such as reading comprehension. however, the authors were able to notice that the teacher preferred to use certain types of readings to work on the students' reading comprehension, specifically descriptive texts, since the teacher considered that they were more suitable for working in the classroom, taking into account that for It was easier for students to understand this type of text.

On the other hand, it was possible to identify certain shortcomings in the use of the authentic material, but these are related to the criteria used to choose the authentic material (readings), for which the authors suggest having some type of selective criteria when choosing the readings. of authentic materials to work considering that they are easy to find, easy to understand for students and that they are related to a topic that is worked on in class. They also suggest that you not be closed to a single type of authentic material, for example not only readings but also vary the material that is used in class. Finally, the authors consider that the use of authentic material is better used as a complement to the learning process.

Authentic material Benefits in reading

On the other hand, Albilad (2018) explored the use of AM in the classroom. It was possible to identify the importance of reading in the learning of the foreign language, it was also considered that the students developed the language competence taking into account that the authentic material allowed them to motivate themselves to have a reading of the real context of the language. The author based the benefits according to 3 main categories which were: 1) the type of authentic material worked 2) the theme implemented this in relation to the motivation that was reflected benefiting the students and even the teachers 3) cultural awareness in relation to an approach to culture thanks to the use of material.

Rusmawaty, Atmowardoyo, Hamra, and Noni (2018) conducted a research based on the teachers believes in EFL classroom. The authors focused on exposed the teachers' ideas about authentic material and the stimulation generated thanks to the different types of materials. The authors structure the skills that are improve after using authentic material. The study of this research was based on three main features: 1) Types of authentic

materials, where authentic materials were taken into account for reading, such as forms of flyers, flight schedules, menus, and also interviews, newspapers, flyers, magazines, maps, brochures, and invitation and auditory as song materials. 2) Skills to be improved after reading in which vocabulary knowledge benefited, as well as the use of scanning and skimming as a tool to determine quick ideas in the text, critical thinking as a central idea in text comprehension 4) challenges in the selection of authentic material where the biggest challenge was to find a material with which the students would become familiar.

Pedagogical methodology

Taking into account the need to work on the ability in relation to reading comprehension, a way was sought to be able to treat the authentic material for the implementations.

For the development of these implementations and their design according to what Igbaria (2002) stated, that students' reading comprehension requires a process that allows them to understand reading and considering that there are some extra factors in learning a second language, the author proposes that students should be encouraged to achieve comprehension without overwhelm them with reading they don't understand.

Bearing this idea in mind, the author bases himself on 3 reading strategies or reading steps proposed by Harmer (1991) for its correct execution or application. These steps are distributed in: 1) pre-reading 2) while reading and 3) post-reading

Pre- reading

Pre-reading is based on what happens before reading, and as based on vocabulary, images, the context of reading can be given a facility to what would be step number two. familiarizing the reader with what will be read in the next step

While reading

In this happened what is sought is that the reader can have central ideas and capture what the reader wants to convey here activities that reflect critical thinking should be sought. Harmer (1991) suggests a silent reading although this often does not allow to see at first glance if the reader is having the range of comprehension through this type of reading.

Post-reading

Here the retention of the students' understanding of the text read is reflected. the following questions can be taken into account Who? What? Where? when? and how? explain the ideas or idea of the text using even the appropriate vocabulary. Here it can be helpful for students to share their thoughts and ideas about what was read.

Vocabulary

Taking into account the importance of vocabulary within reading comprehension, the vocabulary was worked on using a flashcard strategy. Komachali and Khodareza (2012) pointed out that “the use of flashcards significantly helps the growth of students' vocabulary, unlike the use of other types of traditional strategies.” For the implementations, we worked with digital flashcards since they were visibly favorable for the students and allowed to generate different modern and didactic activities.

likewise, the use of underlining of unknown words within the text is a strategy to support and support vocabulary work for the comprehension of the text.

Implementation of the pedagogical methodology

During the process carried out in the weeks of practice, it has been possible to present the project to the students/participant giving them a global perspective about the development and the central idea of the project. Likewise, it was possible complete and implement the three sequences proposed in the project. Within it was used of authentic material for promote reading comprehension in 7th grade 03 students at the Bethlemitas Brighton educational institution.

Each of the executions of the implementations were carried out taking into account the established class schedule. The activities were varied for each of the implementations. However, there were similarities between them in certain aspects such as the creation of planners, vocabulary work prior to reading, the use of a workshop or worksheet for reading comprehension.

On the other hand, for each of the implementations it was used a planning format, which was a sequence plan established for each of the meetings in which what would be developed and how the activities would be developed was explained in detail.

Table 3 Project Implementation Planning format

PLANNER – PEDAGOGICAL AND RESEARCH PROJECT				
Title:				
Educational institution:		Course:	Date:	Topic:
Pre-service teacher:		Supervisor:	Tutor:	Time:
Authentic Material:	Objectives			
Communicative objective				

Linguistic Objective				
Socio-cultural objective				
Class methodology				
Reading process	Description	Materials	Skill	Time
Evidences				

Project presentation

Within the assigned class hours, a presentation was made to the students where the project entitled "Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton" was presented ([Appendix D](#)). In this presentation they were informed of general aspects of the project, the objectives and they were also allowed to know how these implementations would be developed, in the same way they were told that English skills would be the central basis of the project. to be able to give a more extensive visualization of the project and the process in general of how its development would be. Slides were projected in which the central ideas of the project, the objectives and different types of authentic materials were projected, this in order to familiarize the participants/students with what the project would be ([Appendix E](#) and [F](#)).

Similarly, a letter was read which formalized what had previously been explained to the students.

On the other hand, to motivate and encourage the students to participate, a short activity was carried out where authentic material was read. The authentic material used in this activity was a short comic strip. On the other hand, to motivate and encourage the students to participate, a short activity was carried out where authentic material was read. The authentic material used in this activity was a short comic strip. this comic brought a message and the idea was that all the students would read the comic, then identify the words that they did not know in order to work with them looking for their meaning, and finally the students would give their opinion based on they played him in the comic strip. For this last part in the activity, different types of questions asked by the teacher were also used so that the students gave their position. To end with the activity and the presentation of the project. students were asked to volunteer to be part of the project. and for, this a letter of consent was distributed to the parents

Planning

Table 4 Presentation of the project - Planning

Title: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton
Date: Thursday September 29th 2022
Grade: 7 th 03
Objectives: To present a general idea of the research project to the 7th grade students To motivate 7th grade students to participate in the project

Activity	Description	Time	Materials
Presentation of the project	<p>Firstly, students will be informed of the idea of the project, they will be given an invitation and, the purpose of this project will be explained to them in a general way. Similarly, the students will be informed of the type of activities that are worked on in a general way in order to give them an explanation of what the authentic material is.</p> <p>Title: What does the Comic strip tell us? (Activity name)</p> <p>Objectives: To allow students to have a first approach to authentic material focused on reading comprehension</p> <p>Methodology: Spoken participation with the participants. basic steps for the interpretation of a text.</p> <p>Schedule: 08:40 to 09:15 it will be developed 20 minutes before finish the class</p>	5 minutes	Slides
Ethical consideration	<p>Letter</p> <p>a letter will be read aloud in which students are formally invited to participate in the project and the ethical considerations that will be respected</p>	3 minutes	Letter
Activity	<p>Next, it will be developed an activity related in a general way to the central theme of the project to give students/participants a visualization of what type of activities and material will be implemented. Also, this activity gives a first view of the project.</p> <p>During this activity, some reading steps will be carried out. (These steps will be</p>	12 to 15 minutes	Tv HDMI (Cable) Computer Image (Comic strip)

	<p>the basic ones since the idea is to motivate the student to participate).</p> <p>First, the teacher will give information about the author and creator of Snoopy (comic strip character) to contextualize the students on the subject.</p> <p>Second, a comic strip about a well-known caricature will be projected (Snoopy). the teacher will ask the students to do a “preview” of the Comic strip</p> <p>Third, Once the students have made that first visualization of the text, the teacher will be explained the unknown vocabulary giving synonyms of the words. Then, the teacher will ask the students if there are more words that they do not know.</p> <p>Forth, there will be a reading aloud, asking 4 students to read a part of the comic strip.</p> <p>Fifth, Once the reading has been done, some questions will be asked to answer as a group:</p> <ul style="list-style-type: none"> •Where could one find this kind of authentic material? •Have you ever read a comic strip? •Have you ever read a comic strip in English? •Have you seen this comic strip character before? •How many characters were there? •Was the dialogue long or short? •Was it easy to understand the reading? •What did Snoopy want to express in the first three dialogues of the text? •What central idea can you understand in the reading? •Did you learn something new within the reading? •the text is about: 		
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	<p>a. Sleep in the afternoons b. Dream every day c. Learn from what happens every day d. Learn to allocate time</p> <p>Finally, the teacher will ask the students what they were able to understand from the reading in a global way.</p>		
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Evidence

Figure 9 Evidence presentation of the project



Figure 10 Evidence presentation of the project



Figure 11 Evidence Authentic material



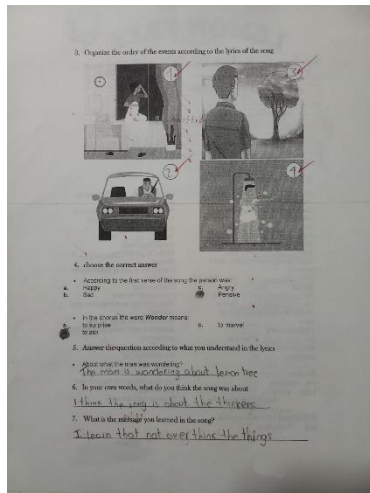
Song “Lemon tree”

In the class schedule of the 7th grade English course 03, the first implementation of the project was carried out. For this implementation it was decided to work with authentic material as the central basis for the implementation. Certain criteria were taken into account for the choice of the song as the grammatical part so that it complements the central theme worked on in class with the students. Likewise, the language level of the students so that the authentic material was understandable.

Within the outstanding aspects for the development and execution of the implementation, the class plan was carried out taking into account the class methodology proposed by Davies and Pearse (2000) where it was based on four fundamental aspects for the development of the song as authentic material in class. These aspects were 1) Before listening and reading the song. 2) While listening to the song before reading the song (lyrics). 3) While listening and while reading the song. 4) After listening and reading the song.

Each of these aspects had different activities focused on reading comprehension skills but also working with the development of other English skills. Besides, vocabulary as

Figure 13 Workshop 1 - participant 1, second side



Planning

Table 5 First implementation - planning

PLANNER – PEDAGOGICAL AND RESEARCH PROJECT				
Title: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton				
Educational institution: Bethlemitas Brighton		Course: 7-03	Date: October 6 th	Topic: Present continuous
Pre-service teacher : Surisadai Cruz Ramirez		Supervisor: Viviana Rueda	Tutor: Mayeini Katherine Garcia	Time: 78 minutes
Authentic Material:	Song (lyrics)			
Objectives				
Communicative objective	To express the central ideas about the song			
Linguistic Objective	To identify the present continuous structure in the song			
Socio-cultural objective	To present one type of English music gender To know information about Fool’s Garden band			
Class methodology According to Davies and Pearse (2000)				
Reading process	Description	Materials	Skill	Time
Before listening and reading the song	The teacher presents some images related to the song to catch students’ attention	Flashcards	Speaking	3 minutes

	and to give a first view in a general way about the song. And the teacher asks the students what they think the authentic material is about and what they think the song is about.			
	The teacher asks the students to read the name of the song aloud. The idea is that students find a relationship between the images shown above and the title of the song. Also, teacher asks the students if there are any vocabulary unknown inside the title.	Slide with the title of the song	Reading Speaking	2 minutes
	To give a better understanding about the context of the song, the teacher presents slides in which is shown relevant information about the author of the song and the origin of the song	Slides	Listening Reading	5 minutes
While listening the song before reading the song(lyrics)	Teacher shows the videoclip of the song and the students write what they can understand for example the actions, people, and words. Then the students share the ideas they wrote.	Videoclip Computer Tv	Listening Writing Speaking	10 minutes
	After the students have heard the song 3 times the teacher	Slides Digital flashcards	Reading	8 minutes

	<p>project some vocabulary unknown that probably the students do not understand.</p> <p>Then the teacher shows the student some images to match with the correct word in English to resemble and understand the new vocabulary.</p>			
While listening and while reading the song	<p>Then, the teacher provides the lyrics of the song to students to implement the “skimming and scanning” strategy in which the students make a first view about the lyrics of the song. Here, the idea that students recognize previously worked vocabulary of the song and generate a perspective about song with the lyrics.</p>	Lyrics (printed)	Reading	8 minutes
	<p>Once the students have reviewed the lyrics and identified the vocabulary, the students write the correct form of some verbs in ING that are in the song.</p>	Lyrics (printed)	Reading Writing	8 minutes
	<p>Then the teacher plays the song again, but this time the students complete the song doing “fill in the blank spaces” strategy to complete the song (the spaces are in relation to the</p>	Lyrics (printed) Workshop	Reading Writing	8 minutes

	verbs in the present continuous that are found in the song).			
	Then, the teacher use “read out loud” strategy with each verse of the song using the participation of the students. After the class has read aloud, the students review the lyrics using “the silent reading” strategy.	Song and lyrics Workshop	Reading	6 minutes
After listening and reading the song	The teacher allows students to carry out a workshop based on reading comprehension. First, the students organize a sequence of images about the song following the order of what the lyrics of the song say happens.	Workshop	Reading Writing	5 minutes
	After, the students answer some questions about the lyrics and the understanding of the song.	Workshop	Reading Writing	10 minutes
	At the end the students wrote a short message they understood in the song.	Workshop	Reading Writing	5 minutes

Evidences

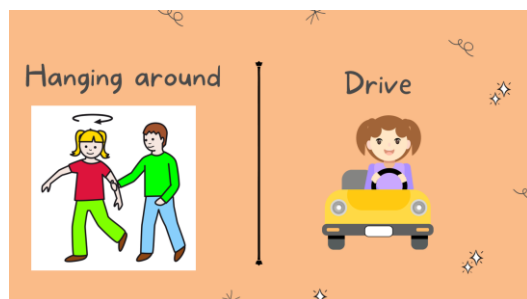
Figure 14 Evidence - First implementation



Figure 15 Evidence First implementation



Figure 16 Evidence flashcards



Magazine

On October 20, the second implementation of the project was carried out in the established class schedule, in which the authentic material that was used was the magazine, this material was chosen taking into account certain criteria that were coupled to the topics

that the students are watching in class which allowed to complement the central theme.

([Appendix J](#))

The implementation was focused on 3 important moments for the correct development, which were planned in a sequence using the reading comprehension steps of Harmer (1991), which are based on pre-reading, while reading and post-reading. To work on the other important aspect of the project, digital flashcards were used for the vocabulary, which was complemented with other activities to consolidate the learning of the new vocabulary. ([Appendix K](#))

Similarly, activities were used at the beginning of the implementation to contextualize the students/participants about the authentic material with which the activity was going to be done, this to give them an overview of the focus on the authentic material. On this occasion, the implementation focused on reading the text of the magazine, which contained adequate paragraphs considering the level that the participants have in general. Also, the magazine article used had images that helped to give a visual aid of what was being read and also allowed the article to be visually more attractive and striking.

Finally, it is important to highlight that, in this second implementation, a workshop or worksheet was used to carry out the reading comprehension activities, it was divided by general comprehension and specific comprehension of the text, these questions or points of the workshop were divided by different types of questions such as closed questions (a b c), true and false questions, open questions and match questions. ([Appendix L](#) and [M](#))

Figure 17 Workshop 2 - participant 2

Name _____ Grade 2007
 Date 11/1/2020

GENERAL COMPREHENSION

1. What is the next article about?
 a. Sports
 b. Movies and media
 c. Entertainment
 d. News

2. The main idea of the article is
 a. Programs and videos to watch at night
 b. Make known what types of programs exist on television

3. Images in the text help to
 a. Decorate the article
 b. Visualize what is said in the text
 c. Fill in the blanks on the page
 d. None of the above

SPECIFIC COMPREHENSION

1. Mark true or false according to the reading
 a. If I feel stressed, I can watch an ASMR video (True)
 b. To understand complicated TV programs, I need to see episode 1 from the first season (True)
 c. YouTube videos are extremely complex (False)
 d. I can watch cartoons only if I'm a kid (False)
 e. In the article it is recommended to watch these programs on the day (False)

2. Answer the questions according to what the text says 5 puntos
 a. What has been the writer's latest obsession and why?
watch videos about feeling stressed
 b. What kind of programs or videos the author can watch multiple times and still enjoy every episode?
Quilting, The Great British Baking Show, Superheroes
 c. What are the programs that have a special place in the writer's heart?
Steven Universe, She-Ra - Adventure Time
 d. In the second type of program, when the author writes "can be a great way to wind down before bed", what do you think that the expression "wind down" means?
After watching videos or TV programs in the night to entertainment wind down in the bed

Figure 18 Workshop 2 - participant 2, second side

3. Match the sentence with the correct program to watch

WHAT I CAN WATCH?

I can watch animated shows.
 I like to watch several times and chapters of animated series.
 I can watch colorful series and I like it.

I can watch short videos.
 I like funny videos.
 I can watch the same videos again as long as they make me laugh a lot.
 I prefer real life videos.

I like programs that have a suspense.
 I can watch shows with many seasons.
 I can watch programs that make me feel comfortable and satisfied.
 I can watch reality shows.

I can watch videos that help calm stress.
 I can watch videos that are quiet.
 I can see videos that are only about sounds.

WHAT I CAN WATCH?

ASMR videos / programs

Cartoon programs

Comfort tv programs

Youtubers programs

WRITING

4. In your own words, what do you think the author of the article want to express?
Things To entertainment in the night

5. If the writer of this magazine asked you to suggest a type of program or video to watch, what would it be? and why?
Breathing Bed is very good

Planning

Table 6 Second implementation - Planning

PLANNER – PEDAGOGICAL AND RESEARCH PROJECT			
Title: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton			
Educational institution: Bethlemitas Brighton	Course: 7-03	Date: October 20 th	Topic: Can and Can't
Pre-service teacher : Surisadai Cruz Ramirez	Supervisor: Viviana Rueda	Tutor: Mayeini	Time: 105 minutes

			Katherine Garcia	
Authentic Material:	Magazine			
Objectives				
Communicative objective	To express the central idea of the magazine article			
Linguistic Objective	To identify use of can as a modal verb in the reading			
Socio-cultural objective	To present some American and British TV and online programs			
Class methodology According to Harmer (1991)				
Reading process	Description	Materials	Skill	Time
Pre- reading	The teacher shows some photos of famous American and Colombian magazines, so that the students try to guess with what type of authentic material the activity is carried out.	Magazines images	Speaking	5 minutes
	To give an understanding of the type of authentic material being worked with, the teacher shows and explains some of the most popular magazines in the United States and the United Kingdom. the type of content in the publications is	Slide with magazines information	Reading Speaking Listening	5 minutes

	explained to the students, also, to which public it is dedicated, the type of articles that can be found and other relevant information about the magazines.			
	Then the teacher gives an introduction to the students, about the magazine with which they are working in class, and explains to them what type of content it handles and to which public it is directed.	Slides Photo of the magazine	Listening Reading	3 minutes
	Later, it is presented by means of flashcards vocabulary that the students probably will not understand in the reading. The idea is that the students associate the word that they do not understand with the drawing that the flashcard shows in this way to have an	Digital flashcards	Listening Reading	8 minutes

	immersion in the vocabulary			
While reading	The teacher tells the students to do a first reading (using the silent reading strategy) on the specific article that was chosen to be read. and she tells them to underline every word they don't understand in the reading. also, with another color or highlighter, underline the word can that they find in the article	Article of the magazine (photocopy of the reading)	Listening	20 minutes
	After the first reading, the teacher asks the students to write the words they did not understand on the board and then carry out a search activity in the dictionary together to find the meaning of the word.	Board Markers Dictionary	Reading Writing	10 minutes
	The teacher then performs a “reading aloud” with the students to understand the reading together and to do a	Article of the magazine (photocopy of the reading)	Reading Speaking	15 minutes

	second reading can be done			
Post-reading	<p>The teacher gives a worksheet in which the students answer points related to reading for the comprehension of what they read.</p> <p>The first part of the worksheet the students have to answer a general comprehension question about the text. There are close (A B C) questions</p>	Worksheet	Reading Writing	8 minutes
	<p>Then the students continue answering specific comprehension questions in which there are questions related to true and false, and open questions about the text and each of the reading paragraphs.</p>	Worksheet	Reading Writing	10 minutes
	<p>Then the students answer some questions in which they must match the title of the category according to the</p>	Worksheet	Reading Writing	8 minutes

	reading and the statement that is presented (the verb can is taken into account)			
	Finally, the students answer 2 open questions about the understanding of the text and their point of view.	Worksheet	Reading Writing	8 minutes
	To conclude with the implementation, a socialization of what was done in class is carried out.	Article of the magazine (photocopy of the reading) Worksheet	Speaking Reading	5 minutes

Evidences

Figure 19 Evidence second implementation



Figure 20 Evidence second implementation - workshop



Figure 21 context explanation



Figure 22 second implementation - Digital flashcards



Interview

The third and last implementation was carried out on the first of November. For this third implementation, the objective was to use the authentic material as a strategy for reading comprehension. In order to complement and carry out the implementation in a more dynamic and participatory way, the video interview was used, so that apart from working with the transcript of the interview as a central base ([Appendix N](#)), it can also be viewed in order to have a broader perspective of the authentic material.

This implementation was planned to be able to accompany and complement the theme of WH questions, which is the central theme of the 7th grade. In the same way, a workshop was used to complement the understanding of reading and for students to answer questions in which reading comprehension is reflected.

The development of this implementation was centered on and focused on the classroom structure for reading given by Harmer (1991) in which three steps were followed during the implementation. 1) pre reading 2) while reading 3) post reading. In the distribution of these three central bases before reading, the strategy for working with vocabulary was used, which was the use of digital flashcards where students would recognize and learn the most important and unknown vocabulary within the reading. Similarly, during the reading, the participants underlined the words that they did not know, in this way to be able to identify the new words and to be able to write them on the board and thus among all say the meaning. ([Appendix O](#))

Finally, it is important to emphasize that, like the other implementations, the participants worked using a workshop where questions were answered based on general and specific reading comprehension, but on the other hand, these workshops had different types of questions that allowed them to make different types of activities based on the reading done. ([Appendix P](#))

Figure 23 Workshop 3 - participant 3

DATE: 2/8/22

Mark the correct option according to the interview

- Where is the interview taking place?
 - Correct
 - At the house
 - One hundred
 - What is the name of the interview?
- How many questions does the interviewer ask?
 - Correct
 - Four
 - Five
 - What is the name of the interview?

Underline, color or circle the types of WH question that were used in the interview

WHEN WHERE HOW HOW MUCH WHO

HOW MANY WHEN HOW WHOSE

Order the events of the interview

- Zendaya talks about her music (5)
- Zendaya tells the interviewer in (2)
- The interviewer asks if she is a virgin (6)
- Zendaya refers the interviewer to her music (3)
- The interviewer knows on the spot (4)
- The interviewer asks who is her role model (1)

Answer the questions according to the interview

- Who is Zendaya's role model?
Zendaya's mom
- Why is that person her role model? The Zendaya mom is teacher
The Zendaya mom mean to be like
- What does the name "Zendaya" mean?
Zendaya's mom mean to give thanks
- What kind of Zendaya coming from the house?
Blowing the room because have a little cold
- What's the first thing she does in the morning?
Blowing the room because have a little cold
- What gets her out of bed?
Her dog non

Table 7 Planning third implementation

PLANNER – PEDAGOGICAL AND RESEARCH PROJECT				
Title: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton				
Educational institution: Bethlemitas Brighton		Course: 7-03	Date: November 1 st	Topic: Wh questions
Pre-service teacher : Surisadai Cruz Ramirez		Supervisor: Viviana Rueda	Tutor: Mayeini Katherine Garcia	Time: 98 minutes
Authentic Material:	Interview			
Objectives				
Communicative objective	To communicate the central ideas in the interview			
Linguistic Objective	To identify the Wh questions inside an interview			
Socio-cultural objective	To expose a typical American interview			
Class methodology According to Harmer (1991)				
Reading process	Description	Materials	Skill	Time
Pre- reading	The teacher begins the implementation showing a first perspective of what an interview is and the ways that it can be carried out, thus	Slides Interview images	Listening	5 minutes

	introducing the types of interviews			
	Next, the teacher presents the method of American interviews based on "73 questions vogue" which is a type of interview that they do to people who are famous for entertainment.	Slides	Listening	5 minutes
	Then the teacher shows through slides some of the audiovisual interviews and what are the most common themes of these interviews	Slides	Listening Speaking	10 minutes
	Then, by means of digital flashcards, the teacher introduces the students to the new vocabulary that they will probably find in the interview they are going to work on. The central idea is that students can identify and associate new words with words they already know and with their meaning in Spanish.	Digital flashcards	Listening Reading	10 minutes
	Following, there is a first view of the interview that was chosen about the artist Zendaya. the students see the interview with subtitles until minute 3 so that they can have a first visualization of the reading that take place	Interview Video	Listening Reading	3 minutes
While reading	After watching the interview up to minute 3, the teacher gives the students the transcript of the interview. Next, the	Interview transcription	Reading	5 minutes

	students read the transcript of the interview using the silent way strategy.			
	Then students are asked to read the interview in pairs in which one of them will be the interviewer and the other the interviewee.	Interview transcription	Speaking	5 minutes
	Once the students finish doing that reading, the interview will be shown again but this time the students will use the transcript to guide what the people say. To do this, students asked to underline the unknown words with a color, pencil or highlighting and underline the Wh questions they find in the interview text with a different color.	Interview video Interview transcription	Listening Reading	5 minutes
Post-reading	Once the students have finished the last while reading activity. the students continue with the reading comprehension activity through the use of a workshop with points referring to the dialogues of the interview In the first point, students answer general questions about the interview based on the video and the transcript of the interview.	Workshop Interview transcription	Writing Reading	10 minutes
	then the students underlining the WH questions used in the	Workshop Interview transcription	Writing Reading	10 minutes

	interview in order to emphasize the topic of the questions			
	Next, the students organize the events that occurred in the interview based on the order in which the important events occurred.	Workshop Interview transcription	Writing Reading	10 minutes
	Additionally, students answer the open questions based on their understanding of what was read from the interview	Workshop Interview transcription	Writing Reading	10 minutes
	Finally, the students make a socialization and feedback of the questions to know the answers given.	Workshop Interview transcription	Listening Reading speaking	10 minutes

Figure 24 Third implementation evidence



Figure 25 Evidence third implementation explanation



Figure 26 Topic explanation



Figure 27 Digital flashcards



Research methodology

This research adopted a qualitative approach in order to identify and understand a social phenomenon in a specific setting. Based on Creswell (2014), the qualitative design approach “allows knowing the behaviors in a social environment and how this affects the scenario under investigation”. In other words, it is implied that this approach allows identifying the context and understanding the situation from the classroom, which is relevant for practice.

Design

The study is focused on action research. Hatch (2002) defines action research as "action research is concerned with activity and change. It is undertaken for the sake of investigating practice, usually in concert with those working on the front lines, and improving that practice based on what is discovered"(p. 31). Which allows a union between research and practice that as teachers in training is being carried out. In this way,

understand the context of the classroom, its problems, the changes it needs and what benefit can be left for the improvement of the shortcomings and deficiencies that are observed.

The study focused on an active research design, taking into account that an active role has been played in the intervention of the implementations, which allowed an approach to the context, the problems and the needs of the research and the participants.

Population

This project takes place at the Bethlemitas Brighton educational institution in Pamplona - Norte de Santander. The institution has three seventh grades distributed as follows: seventh 1, seventh 2 and seventh 3. Only work for the project with one of the seventh mentioned which is the 7th 03, that has 29 students enrolled between men and women.

According to the grade they are in, students should be at a language level A.1.2 and A.2.2. However, due to different post-pandemic factors, students have had certain difficulties in having a level according to the grade. According to the Common European Framework of Reference for Languages (CEFR) students at level A.2 of the language in terms of general knowledge of reading, they must be able to understand short texts, can understand short letters, simple readings and short and you can find information in short text materials.

Sample

For the project, a sample of six students belonging to the seventh grade 03 is selected. Those students were between 12 and 14 years of age. which had an A2 level. The six participants were chosen voluntarily.

The choice of the participants is made thanks to the observation of the class, taking into consideration a group based on the performance seen in the classroom, the interest in class and the availability of participation.

Instruments

The instruments for data collection are distributed as follows: Participant observation which was supported by the use of journals, Document analysis (workshops), semi structured interview

Participant observation

Schensul, Schensul, LeCompte (1999) defined participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (p.91). Besides Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Which means that by observing in class you can understand the behavior of students during the research process. This type of instrument allows a broad view to identify the process of progress in terms of comprehension of activities and reading and how the acquisition of vocabulary is carried out.

A support for participatory observation is the use of a journal which has great benefits for the synthesis of important facts that occur during the investigation. Moon (1999) defines the journal as a medium that allows reflection on the context, in a functionality of the individual, object and environment, in terms of the methodological approach it promotes critical analysis and finally a deep examination of the actions.

Taking into account that this research has an active participation within the project, the use of the journal allows documenting all those details, facts, actions and behaviors that are developed throughout the implementations. This journal helps to capture the relevant facts that are observed in the course of the project and helps to demonstrate and substantiate what happened inside the project.

Regarding the participatory observation, the journal was used as a support to record, annotate and consign what could be highlighted and seen in each of the implementations in fundamental aspects within the development of the executions of the implementations.

The journal made it possible to capture the relevant facts that are observed during the course of the project and has helped to demonstrate and substantiate what happened within the project. On the other hand, it allowed the aspects, actions, facts, among other things, carried out and observed in the executions to be consolidated. To consolidate the journal, a format was used to write and detail the important aspects that occurred during the progress of the implementations. ([Appendix Q](#), [R](#) and [S](#))

Table 8 Journal format

University of Pamplona Foregin language bachelor degree Teaching practicum Researcher name:		
GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
Journal /field note N°	Date	Hour
Objective of observation		

Name of the high school	Place	Grade
Time of observation	Topic	Participants
Topics/categories or codes to observe		
Reflection		
Stages		

Semi structured interviews

Hatch (2002) stated that semi-structured interviews are a type of formal interview with questions established by the researcher considering the goals of the research. However, these interviews allow the possibility of directing the interview taking into account what the participant answers. For research, these interviews are of great help since they allow to have ideas closer to what the participant thinks and to be able to direct the interviews based on what the participant allows. In terms of this research, the interviews allowed a closer contact with the participants to know their opinions, points of view and progress in the participation of the established.

Within this research, the semi-structured interviews allow knowing the perspectives of the participants, taking into account important considerations of the project's achievements. for the interviews, the investigative factors of the categories and possible categories have been taken into account as stated in the theoretical framework, literature

review and in the proposal considering the outstanding and relevant aspects in the implementations.

With this information, taking into account the categories and subcategories, we worked with a table in which questions and possible questions for the semi-structured interview were divided, the questions had certain classifications taking into account whether they were open, closed or other types of questions. ([Appendix T](#))

the interviews were carried out once the implementations had finished, in this way the perspective of the participants was once the realization of the sequences and workshops of the project had finished. The participants conducted these interviews in Spanish since it is their mother tongue, which allowed them to have a better understanding of the questions and feel comfortable when answering. ([Appendix U](#), [V](#), [W](#))

Table 9 Semi structure interview

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACIONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REvisa.
1. ¿Cómo se sintió trabajando con canciones, entrevistas y revistas dentro de las clases?	Authentic material as a reading teaching strategy	A	3	
2. ¿Cuál fue la implementación con el que más le gustó trabajar, Canciones, revista, entrevista? Escoja y explique	Authentic material as a reading teaching strategy	A	3	
3. ¿Cree usted que aprendió vocabulario por medio de las actividades realizadas	Vocabulary	C	1	

en el proyecto? ¿Sí? ¿No? Justifique				
4. ¿Conocer el vocabulario más importante del texto antes de realizar la lectura ayudó al momento de llevar a cabo esa lectura? ¿Sí? ¿No? Justifique	Vocabulary	C	1	
5. ¿Qué tipo de lectura le gustó más realizar? A. Lectura silenciosa (individual) B. Lectura en voz alta (grupal) Justifique	Silent and aloud reading strategy	C	2	
6. ¿Cómo comprendió mejor el texto cuando se hacía de manera individual y silenciosa o en grupo en voz alta? Escoja y justifique	Silent and aloud reading strategy	C	2	
7. Según el tipo de preguntas contestadas en los talleres, ¿Cuál o cuáles fueron las preguntas que más se le facilitó responder luego de haber leído los textos? Ordene de la más comprensible a la menos comprensible A. Preguntas abiertas B. Preguntas cerradas C. Preguntas de unir	Open and close questions	A	4.1	

D. Preguntas de verdadero o falso				
E. Preguntas de organizar				
Justifique su respuesta				
8. Teniendo en cuenta el tipo de pregunta que más se le facilitó ¿por qué considera que ese tipo de pregunta fue o fueron más fáciles de responder?	Open and close questions	A	3	

Documental analysis (workshops)

Coffey (2014), explained document analysis as a strategy to identify the realities of a social context of documents as a means of recording and what is happening in the environment. On the other hand, Prior (2003) stated that the analysis document enables the connection between the theme and the sources. Regarding this research, the analysis of the documents made in class provided the understanding of what is reflected at the time of reading in connection with the sources that are given to see the development of reading. The activities carried out guide to understand the comprehension that the students had when reading.

Figure 28 Documental analysis - workshop

GENERAL COMPREHENSION

1. What is the next article about?
 a. Sports
 b. Movies and media
 c. Entertainment
 d. News
 2/0

2. The main idea of the article is
 a. Programs and videos to watch at night
 b. Make known what types of programs exist on television
 3/0

3. Images in the text help to
 a. Decorate the article
 b. Visualize what is said in the text
 c. Fill in the blanks on the page
 d. None of the above
 3/3

SPECIFIC COMPREHENSION

1. Mark true or false according to the reading
 a. If I feel stressed, I can watch an ASMR video (True) ✓
 b. To understand personality TV programs, I need to see episode 1 from the first season (False) ✓
 c. YouTube videos are extremely complex (False) ✓
 d. I can watch cartoons only if I'm sad (True) ✓
 e. In the article it is recommended to watch these programs on the day (True) ✓
 5/6

2. Answer the questions according to what the text says 5 puntos
 a. What has been the writer's latest obsession and why?
 my latest obsession has been watching ASMR videos ✓
 b. What kind of programs or videos the author can watch multiple times and still enjoy every second?
 videos of the youtuber ✓
 c. What are the programs that have a special place in the writer's heart?
 the cartoons ✓
 d. In the second type of program, when the author writes "can be a great way to wind down before bed", what do you think that the expression "wind down" means?
 relaxing for me means not thinking about the problems of everyday life and worrying ✓
 4/4

Data analysis and interpretation

Taking into account that this is qualitative research, the analysis of the data is through an inductive analysis which, according to Creswell (2012), is an analysis that starts from the general to the specific. It also focuses on the fact that it requires simultaneity in the analysis process. To do this, it focuses on the following 6 steps: 1) Prepare and organized the data. 2) Explore and code the data 3) Use codes to build descriptions 4) Represent and report findings 5) Interpret findings 6) Validate findings.

Taking into account this order of ideas, the data analysis process is beginning by collecting and studying the different works carried out in the implementations. For this, the categories have been classified mainly to be able, based on that information, to collect the data in an orderly manner, taking into account the goals of the project and the reality in the implementations.

The categories are the following 1) Authentic material as a reading teaching strategy which involved one sub category entitle activities after and before reading. 2) Comprehension of the text, this category involved three subcategories entitles vocabulary,

silence and aloud reading strategy and audio-visual aids. 3) authentic material for reading comprehension, involved the analysis of the three workshops worked in the three implementations. 4) benefits of authentic material, this last category involved three sub categories entitles cultural aspects, motivation and interest.

In order for the analysis of this information to be carried out with a low degree of difficulty, firstly, the categorization of the possible categories and subcategories with which the data would be analyzed was carried out, taking into account the theoretical bases for each of the categories and subcategories.(Appendix Z) then, based on these categories, a matrix was carried out in which the information selected from each of the instruments to be analyzed was organized in order to perform the triangulation and union of the different instruments accommodated by similarities for the categories.

Figure 29 Project base categories

General category	Subcategories	Theoretical description	Comments / other comments
Benefits of authentic material	Motivation	Bacon & Finnegan (1990) stated that authentic material helps to effectively work as a means to overcome the cultural barrier in English learning and Gilmore (2007) suggest that the authentic material increase learners' motivation if they are interested in the topic.	
	Interest	Lustvanti (2020) Interest is the acceptance of a relationship between oneself and the reading content. Hence, the stronger or closer the relationship, the greater the attraction. Furthermore, the claim describes a learner's tendency to approach rather than avoid engaging in specific content or actions	

Figure 30 Matrix - journals

Análisis de datos de diarios de campo (journal)					
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1	Frases literales del diario de campo (journal) N°2	Frases literales del diario de campo (journal) N°3
Comprehension of the text	Vocabulary	Level A1 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (CEFR)	However, vocabulary played a fundamental role since, despite the fact that many terms were clarified and known in the first part of the activity, the students showed shortcomings in some words, for which it was possible to see that the students can understand the ideas, however, they need a better lexical knowledge to interpret. The vocabulary seemed more understandable to them	The use of flashcards as a strategy and support for the knowledge and implementation of unknown vocabulary was extremely useful. this strategy has worked effectively for students. since they have been attentive to the digital flashcards, the vocabulary was worked with a focus on unknown and new words, this stage helps students to be able to have clarity in the key words to be able to read the text. This part focused on the use of base element flashcards for comprehension. however, the strategy of copying words on the board that they did not understand at first glance (just looking at the text) helped everyone to build an understanding of different words and create better reading clarity.	The learning of unknown vocabulary was worked on with flashcards to know and understand the meaning of the vocabulary that was considered more complex and that the participants probably would not understand when reading. The use of questions helped the answers given in the interview to be concrete and with an adequate vocabulary, a group activity was carried out with the help of digital flashcards, which contained images related to unknown words and probably complex for the level of the students, through these flashcards the students had to identify the meaning of the words and then the teacher explained them in the context in which they would find themselves in the interview.

Figure 31 Matrix - interview

Análisis de datos, análisis de entrevistas								
Categoría general	Sub-categoría	Descripción teórica	PARTICIPANTE NÚMERO 1	PARTICIPANTE NÚMERO 2	PARTICIPANTE NÚMERO 3	PARTICIPANTE NÚMERO 4	PARTICIPANTE NÚMERO 5	PARTICIPANTE NÚMERO 6
Authentic material as a reading teaching strategy	Cultural aspect	Qual do ler tipo de texto trabalhar durante o projeto do projeto de qualificar.	good, because I feel that it was a very far the topic taught with me a little better, to learn in a more didactic way, to not feel a rote with the worksheet, but to be able to work in a different way that had never been seen in the school and in class, authentic material preferred Song, because let's say that music is something that motivates me a lot to learn and to be able to do it through English and to be able to understand through English I liked in class	comfortable, because being something that was clear and not so much in class to do and in a way of the ordinary because it is comfortable and something good to change the dynamic. Song, because I like music more is something that found fun and entertaining to relate to English class	it felt very relaxed and comfortable because the activities and things we did made it easier for me to understand English in class and how we could use the range, the interview and others to learn English the magazine was the implementation that I liked the most, because we could see information on a topic that I really like, which are television programs, for example movies and series, and drama.	good because it seemed to me like changing the topic and it was something more interactive and I liked the classer like that Song, because that way we learned a little more about the pronunciation and drama, and it was something that was not done in class	If I felt safe (confident) trusted in class, I usually like English and I think that these kinds of activities that we did were very, very good for learning English. Something different or interactive. I like to learn more with the range, because there were different activities to do, and they were focused on many things. Although I also really liked the implementation of the interview because we did in a very interactive way of reading, taking into account the text with which we were going to work.	Well, the truth is that I quite liked working with this type of activities in class because they were different and striking. The range because I really liked the range that was drama, I had never heard the range, I also liked that we had to complement the lyrics of the range and the implementation activities were fun

On the other hand, the workshops and worksheets have an analysis in which the number of correct answers and the level of understanding that the students managed to achieve be evaluated by means of a table and graphs, it is shown if the level of the participants was normal, medium or high considering hits and misses. In other terms, the analysis of the data from the workshops carried out in the implementations was carried out by organizing points taking into account a score division and these results were graphed for a better understanding of the data.

Figure 32 score by grades for the comprehension level

Way to evaluate the score of the workshops			
Workshops	Normal	Middle value	Under
Workshop 1 Song	16-20 points	9-15 points	1-8 points
Workshop 2 Magazine	16-20 points	9-15 points	1-8 points
Workshop 3 interview	16-20 points	9-15 points	1-8 points

Figure 33 Graph of percentages, example

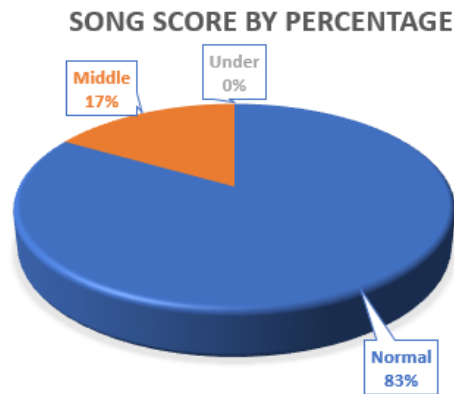
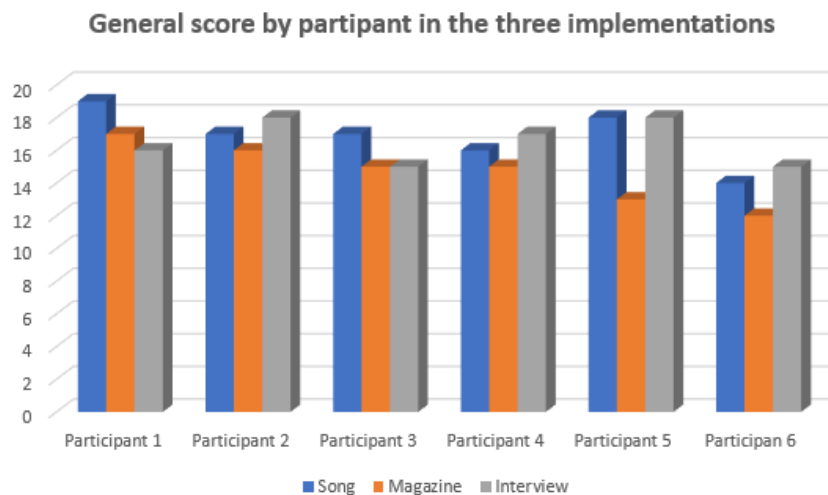


Figure 34 Group analysis data from the workshops



Ethical considerations

During this research process several factors are important to take into account, such as the choice of participants, for this it is necessary to give consent to the parents of the students/participants, given that they are minors, and it is necessary to approval of parents for the participation of minors in the project. this makes it possible to avoid any inconvenience regarding the agreements reached with the students about what they must do in the project.

Similarly, students are given a letter to publicize the project and what it entails. the purpose of the project, the impact and how it is carried out. ([Appendix X](#) and [Y](#))

For the validation of instruments, the implementation of the instruments was taken into account and they analyzed considering what has been done in the project.

Figure 35 Letter of consent



Figure 36 Letter of consent



Chronogram

Table 10 Activities Chronogram

	SEPTEMBER					OCTOBER				NOVEMBER			
	I	II	III	IV	V	I	II	III	IV	I	II	III	IV
Observation	X	X											
Presentation of project				X									
planning of the proposal					X		X		X		X		
Implementation design						X		X		X		X	
1 st (Song)													
2 nd (biography)													
3 rd (Interview)													
Participant observation						X		X		X		X	
Interview												X	X
Data analysis													X

Findings

Thanks to the data collection, four main categories were identified. 1) Authentic material as a reading teaching strategy 2) Comprehension of the text. 3) Authentic material for reading comprehension. 4) Benefits of authentic material. These categories emerged through the analysis of data from each of the instruments, journals, interviews and documentary analysis.

Authentic material as a teaching strategy

Authentic material to Harmer (1991) is "the variety of texts designed for learners, to attain the maximum of knowledge from a foreign language considering the elements inside the learning process" Having this central idea of how authentic material is a strategy to improve and strengthen the English learning process, and, considering the importance of the learning process, it was decided to focus on the students' reading comprehension in

order to strengthen this English skill. And, focusing on reading. Alzaidi (2022) stated that authentic texts for language learning contain communicative purposes and these allow different educational purposes to be implemented in the student's understanding and learning. Here is the focus of the category on the results, taking into account different subcategories that emerged in the implementation process.

For this reason, there was a process before and after the readings to stimulate comprehension in the learning processes of the students, this is where the subcategory of the activities carried out before and after the readings arises.

Activities before and after reading

Harmer (1991) exposed the reading strategy for texts taking into account three fundamental bases of pre-reading while reading and post-reading, thanks to these bases it was possible to carry out the organizational base of the activities before and after reading, and according to Yayan (2015) “at each stage of the reading workshop, there are a number of activities that can improve the ability to comprehend the contents of the reading, and has a direct effect on the development of students' characters.” p12 (As cited in Setiyadi, Kuswendi, and Ristiana, 2019)

It is for this reason that workshops were implemented in which different activities with which the students worked were reflected. and thus, the central strategy of authentic material as part of the teaching / learning process was reflected.

Based on those activities carried out, it was possible to identify that for the students there was a relevance in the development of the activities taking into account the development of the activities. “*The workshops were very useful to understand the central*

ideas of the text because the questions focused on those ideas, so when reading to answer, one was able to understand the most important part of the text.” Participant 3, interview.

additionally, for this process to be complemented with a variety of activities and taking into account different management options of the workshops for the fulfillment of the didactic sequences, these workshops had different types of questions, which helped in the processes of the general comprehension and specific comprehension of important events within the reading. *“The workshop contained different types of questions to be asked in this way to allow a variety of activities and also different strategies so that reading comprehension could be interpreted or understood in different types of questions about reading, such as closed and open questions.”* Journal 1. *“The workshops helped me to better understand the text and to be able to understand what we had read.”* Participant 1, interview. These workshop implementations allowed the teacher to develop authentic material as a central strategy for the students' learning process, based on a specific skill that was reading.

Comprehension of the text

Delving into the work done in the students' reading process, it was essential that there was an understanding of the text since this was the central basis to be achieved in the implementations. That is why during the process there were factors that allowed an understanding of the text, in this category, three subcategories were found focused on reading strategies, which are vocabulary, silent and aloud reading strategy and audio-visual aids.

Vocabulary

Level A1 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (CFRL) In order for the reading process to be fluid, it was taken into account that when working with authentic material the possibility of unknown vocabulary would be prone to comparison if didactic texts were used, taking into account this fundamental aspect, vocabulary was worked on as a central part of the activities to be carried out, for this reason, focused on 2 basic strategies for vocabulary work and reading.

the most used was the handling of digital flashcards before reading in order to familiarize the participants with the words and expressions that, taking into account the level, could be unknown to them. *“The use of flashcards as a strategy and support for the knowledge and implementation of unknown vocabulary was extremely useful. this strategy has worked effectively for students. since they have been attentive to the digital flashcards... after the activity the vocabulary seemed more understandable to them.”*

Journal 1 and 2.

Similarly, the participants agreed that the vocabulary activities allowed them to learn the words and thus be able to better understand the text when reading it, since they already had an idea of the most important words. *“Yes, because there were many words that I did not understand or did not know before, and with the activities that the teacher did in class, I was able to understand those words... it was easier to understand the reading in English.”* Participant 1, interview. *“In some readings it was good to know a little vocabulary to better interpret the text.”* Participant 6, interview.

the management of vocabulary was of great importance within the process of the implementations since a confidence and security in the students to carry out the readings was noticed, and also so that the reading could be carried out with greater precision allowing a degree of comprehension and preventing the lack of vocabulary from being an impediment to understanding

On the other hand, during the reading process, the students underlined the other words that they considered they did not know, in order to identify that other type of vocabulary they did not know and by their own means to carry out the searches of the vocabulary for the understanding of the text. *“The strategy of underlining unknown words, then copying words on the board that they did not understand at first glance (just looking at the text) helped everyone to build an understanding of different words and create better reading clarity.”* Journal 2. The focus on vocabulary demonstrated an aid in the comprehension of the texts, allowing students to feel confident in reading.

Silence and aloud reading strategy

Continuing with the process of understanding the text, there are different types of readings at the time of the reading process. Among these types or forms of reading is the strategy of silent reading and reading aloud. Juel & Holmes (1981) explained “There are several theories that suggest that reading aloud and reading silently may systematically impact comprehension differently”. p10 (As cited in Hale, et al, 2007)

Considering this foundation on this reading strategy, the implementations used this strategy allowing a broader understanding of the texts. *“Both strategies allow student to understand the text from different perspectives since it was perceived that in reading aloud*

the students understood the reading in a global way, on the other hand with silent reading, the participants could read calmly at their own pace.” Journal 1 and 3.

In addition, all the participants stated that both reading aloud and silent reading had their advantages for the comprehension of the texts. 5 of the 6 participants expressed that the reading that they liked the most was reading aloud, since this type of reading allowed them to understand the reading in a different way, taking into account the participation among all, so what could not be understood in a different way. individually could be understood as a group. *“I liked it better when we read aloud because I can listen to all our classmates and being able to make the necessary clarifications... the opinion of the whole group was heard and since each one reads differently with better intonation than others or even pronounced some words better, that helped to better understand the text.”* Participants 1 and 6, interview.

on the contrary, one participant differed from the majority opinion, since he preferred silent reading since he considered that group reading distracted him. *“I liked the silent reading, because sometimes in the classroom when there is reading aloud, I feel that there is more disorder, so that makes me lose how I follow the reading in class, on the other hand when the reading individual, I can concentrate on the text alone.”* Participant 3, interview.

In contrast to the type of reading preferred by the participants, the type of reading with which the participants felt that they better understood the more specific ideas of the text was through silent reading. Five of the six participants felt that through silent reading, they could progress at their own pace in reading which helped them better understand the text in the parts that needed more concentration. *“When I read individually because I had*

my own ideas and could read 2 or 3 times... Silent reading was the one with which I felt I understood the text better because I read at my own pace to have the important ideas clearer.” Participant 4 and 5, interview.

Only one participant felt that reading aloud helped him to understand the text better. *“Reading aloud allowed me to understand how each one of our classmates expresses themselves and even I can get a better idea of what is being read by listening to another person because I can focus on what the classmate wanted to read.”* Participant 1, interview

Audio-visual aids

Escobar and Barreto (2018) Stated “audio visual aids bring advantages in the reading process, it allows a connection between image and word, also, it helps to recognize and remember aspects in an easier way”. p 27 the audiovisual aids within the implementations were a strategy to give an understanding about the specific text since this aid allowed them to have an idea about the authentic material and also about the specific text of the implementation. *“The projection of the interview was a aid for the attraction of the participant and also give a different perspective about reading and to have an amplitude in what happened to generate ideas in broad strokes and even to understand some of the expressions.”* Journal 3. Audiovisual aids allowed a broader perspective of certain aspects within the text that helped to have clarity about ideas or facts within the text.

Besides, the participants fully agreed that the audiovisual aids used in the implementation allowed them to have an idea about certain aspects of the reading that they had not noticed when reading or that they did not perceive in a first reading of the document, it also helped them to have a broader view of reading. *“They were videos that*

helped us better understand what the text was about or it was a contribution to the activities we were working with” Participants 3 and 4, interview.

Authentic material for reading comprehension

Three implementations were carried out, each one with a workshop in order to allow an understanding of the texts developed in class. For the analysis of these workshops, the results were divided into three comprehension scales (normal, medium and under).

Table 11 organization to evaluate the score of the workshops

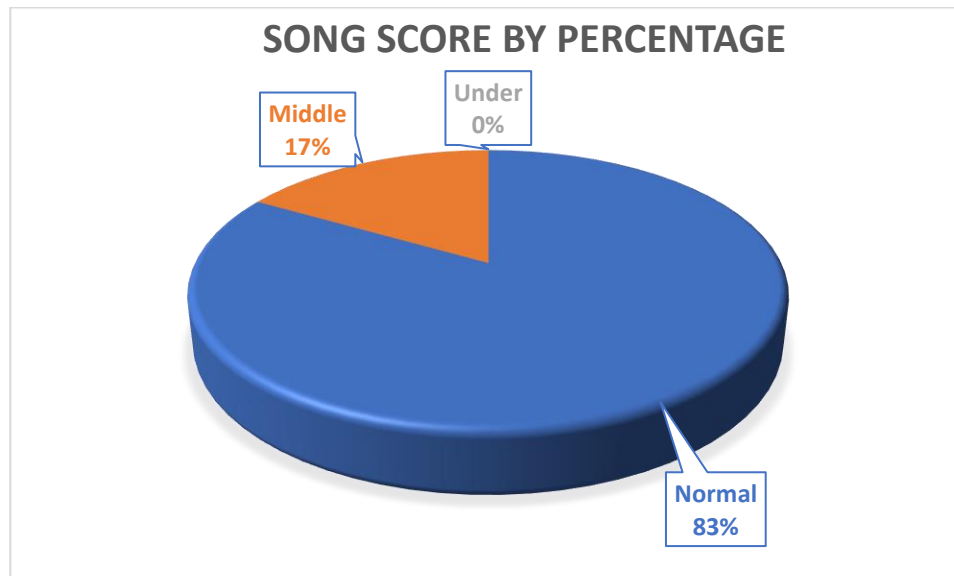
Way to evaluate the score of the workshops			
Workshops	Normal	Middle value	Under
<i>Workshop 1 Song</i>	16-20 points	9-15 points	1-8 points
<i>Workshop 2 Magazine</i>	16-20 points	9-15 points	1-8 points
<i>Workshop 3 interview</i>	16-20 points	9-15 points	1-8 points

Workshop 1 Song

Table 12 Score first workshop

Participants	Score
Participant 1	19
Participant 2	17
Participant 3	17
Participant 4	16
Participant 5	18
Participant 6	14

Figure 37 first implementation score



The first implementation generated a high degree of percentage in the results of the participants, which allowed five of the six participants (83%) to obtain a normal level of comprehension, and only one of the participants (17%) to obtain a medium level. Consequently, none of the six participants (0%) obtained a under level of comprehension. which allowed to conclude that the participants during the first implementation remained at a normal / medium level of understanding, with the normal level predominating.

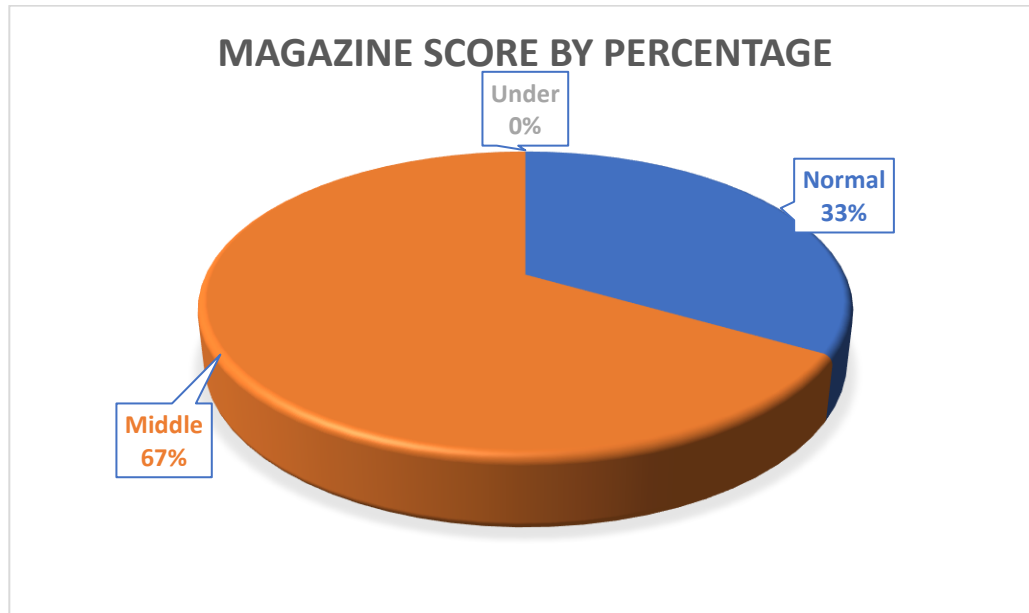
Workshop 2 Magazine

Table 13 Score second workshop

Participants	Score
Participant 1	17
Participant 2	16
Participant 3	15
Participant 4	15

Participant 5	13
Participant 6	12

Figure 38 Second implementation score



Unlike the first implementation, there were more participants at a medium level, where only two of the six participants (33%) obtained a normal level. On the other hand, four of the six participants (67%) obtained a medium level. and none of the six participants (0%) scored under. As a result, it was possible to see a decrease in the number of students who obtained a normal level and a medium level between the two implementations. However, the participants remained at a normal/medium level of comprehension.

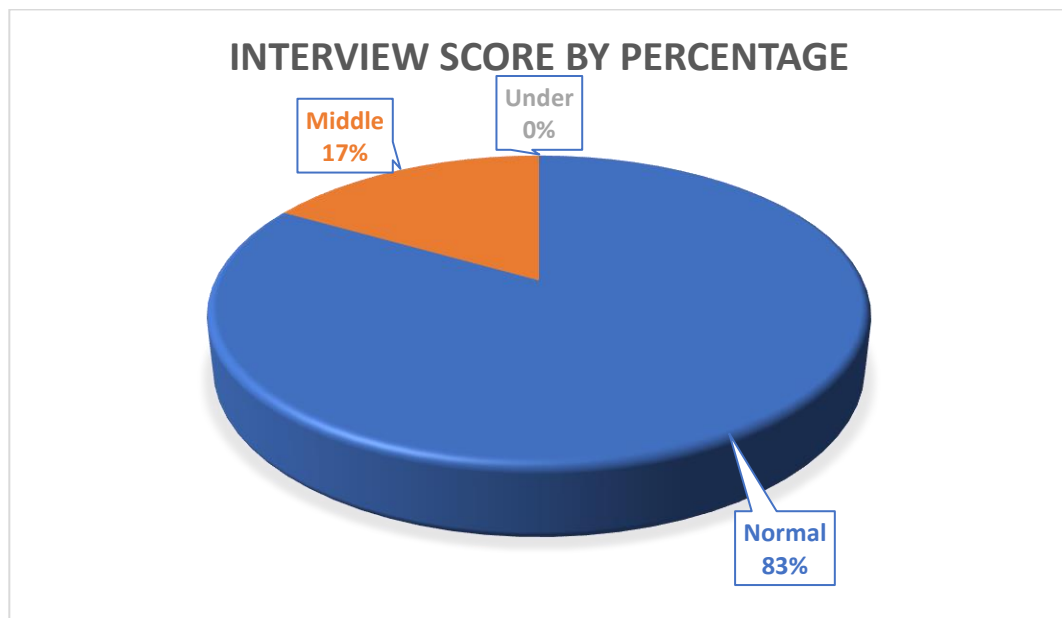
Workshop 3 Interview

Table 14 Score third workshop

Participants	Score
Participant 1	16

Participant 2	18
Participant 3	15
Participant 4	17
Participant 5	18
Participant 6	17

Figure 39 third implementation score



In implementation number three the result was similar in amount of level to the first implementation. given that five of the six participants (83%) obtained a normal level. only one of the six participants (17%) obtained a medium level of comprehension and finally none of the six participants (0%) obtained an under level. in this third implementation there was a greater result in the normal level. which kept the students at a normal/medium level.

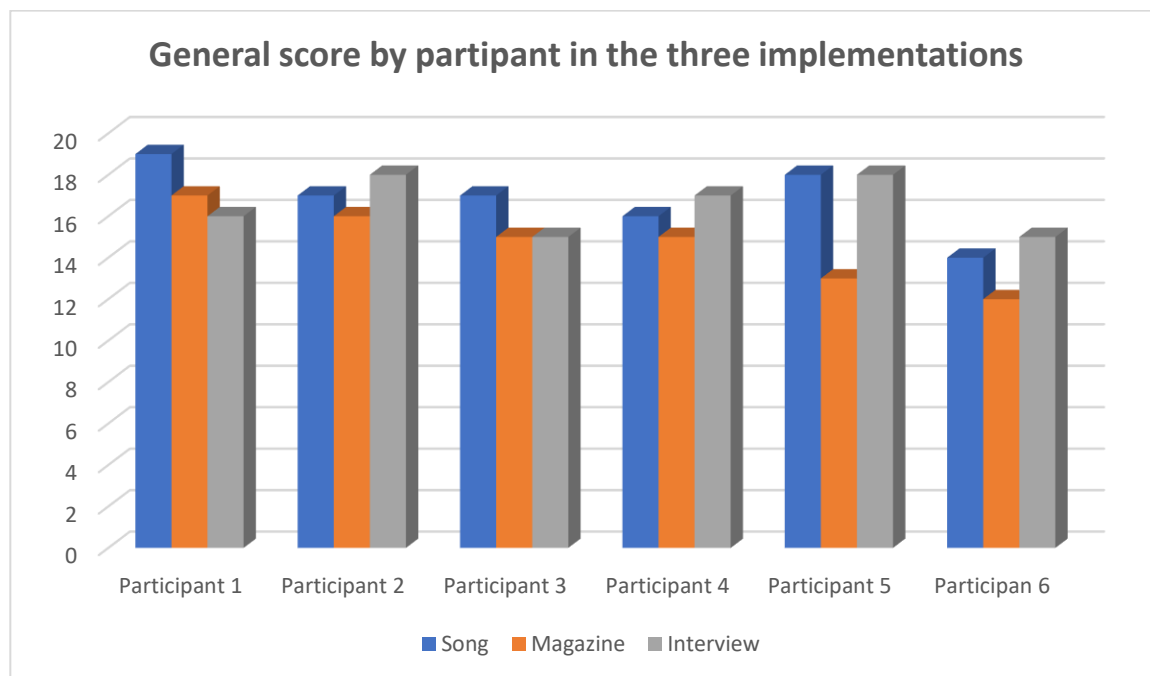
General score

Table 15 General score by participant

Workshop 1 Song	Workshop 2 Magazine	Workshop 3 Interview
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Participants	Score	Participants	Score	Participants	Score
Participant 1	19	Participant 1	17	Participant 1	16
Participant 2	17	Participant 2	16	Participant 2	18
Participant 3	17	Participant 3	15	Participant 3	15
Participant 4	16	Participant 4	15	Participant 4	17
Participant 5	18	Participant 5	13	Participant 5	18
Participant 6	14	Participant 6	12	Participant 6	17

Figure 40 Global percentage by participant



At a general level, the participants in the three implementations demonstrated a level between normal and medium, varying in each individual implementation level. However, in none of the implementations was there a low level of comprehension which allows understanding that the material used was appropriate for the reading comprehension of the participants, it also showed that although in each implementation a different

authentic material was used, all allowed a reading with based on the level of the students and the central goals of each implementation

Nevertheless, at the individual level, the results of each participant varied in terms of the results by implementation.

Participant number one obtained a decline among the three implementations where in the first implementation it had its highest score, it even had the highest score among the six participants during the first implementation. Instead, during subsequent deployments his scores dropped. even with the decrease in scores obtained in each workshop, participant one remained at a normal level of comprehension in each of the implementations, this makes us understand that despite the fact that during each implementation the level of score decreased in participant one had a sufficient understanding of the three texts used. It was probably her level of interest that caused the drop in scores, since she stated that her preferred implementation was the song.

On the other hand, **participant number two** had a variation between the three implementations, having the third implementation as the best result and the second implementation with the lowest score. However, participant number two also maintained a normal compression level within the three implementations, allowing us to deduce that its compression level was good in all three readings. Taking this idea into account, the difference in scores could be due to the degree of difficulty of the texts.

Contrarily, **participant three** obtained a higher score during the first implementation, however in implementations two and three his score decreased, obtaining the same score in the last two implementations. consequently, participant three had a

normal level of comprehension in implementation one but in the next two implementations his comprehension level was medium.

Similar to participant two, **participant four** obtained a better score in the last implementation and in implementation number two he obtained the lowest score within the three implementations. However, participant four showed a normal level of comprehension in the first and third implementation and only in the second implementation his level of comprehension, take into account the score, was medium.

Moreover, **participant number five** had a similarity to participant four since the score of implementation number two was the least, however in implementations one and three his score was normal level obtaining the same score, generating a medium level of understanding for implementation number two and a normal understanding level for implementations one and three Even so, the level of participant number four was noticeably lower in implementation number two compared to the scores in the other two implementations.

Finally, **participant number six** showed a lower level of comprehension in the three texts, however his level of comprehension remained at a medium level during the first two implementations and in the third his level of comprehension increased reaching a normal level of comprehension.

The analysis of these workshops allowed us to conclude that there was a level of understanding between the authentic material and the reading, however it is important to highlight that there were different factors which presumably could influence the results of the workshops. Among these factors to consider is the level of interest of the students for

the authentic material, since in most of the participants the best score was in the song and according to them this was the text that most attracted them.

On the other hand, the level of difficulty of the texts could be an influential factor since the text with the greatest lexical content, the most extensive was the text of the second implementation and in relation to the graphics, text number two was where the majority of Participants obtained a medium level of comprehension.

It can be understood that there were differences between the three texts used in terms of lexical content, number of words and content in general. for this reason and considering the development of the implementations, and the level of the students, although the three texts were appropriate, the song was the text and the workshop with the best understanding for the students.

As a result, although in the different workshops a variety of types of questions were worked on, the students' understanding was focused on the consistency of the texts, for example the song to be a more synthesized text and prone to repeating certain words, the students were able to understand this text more easily.

Benefits of authentic material

this category reflects the benefits that were acquired in the implementations thanks to the use of the authentic material during the classes. Three subcategories emerge from this category focused on the benefits of authentic material. which are, cultural aspects, motivation and, interest

Cultural aspects

Richards (2006) supports the idea of “using authentic materials in the foreign language teaching process due to the authentic material provide cultural information about the target language and also provide exposure to real language.” During the implementations, the American cultural context of the different types of authentic materials used was worked on in order to give the participants a sense and a reference about the type of material that would be developed in class.

This approach to culture allowed them to understand the idea of the "real text" that would be used in class so that certain important aspects such as expressions or ideas or words that were within the text were understandable to the participants. *“To give a broader understanding of the authentic material in general, it was taught about the genre and the importance of this genre in the United States... Through this contextualization of the authentic material used, the magazine importance at a cultural level was explained.”*

Journal 1, 2 and 3.

Furthermore, most of the participants expressed that these cultural approaches were useful in the reading environment to understand certain ideas and also in a general level of the language. *“It was good because it is not limited only to things, but also knowing the culture helps to understand the context or the reason for certain things, for example expressions, there are things that are relevant in English.”* Participant 3, interview.

Motivation

Gilmore (2007) suggest that “the authentic material increase learners’ motivation if they are interested in the topic.” Motivation played a fundamental role in the development of the implementations since it allowed them to have a positive attitude and generate

confidence to participate in the activities during the process of reading, learning and developing the activities and workshops.

This motivation was reflected in the level of active participation of the students. *“Student motivation played a fundamental role in the development of the activity such as active participation security to answer the questions posed verbally and in writing... This motivation was reflected at the moment of delivering the workshops since they did It without generating so many doubts”* Journal 1 and 2.

Likewise, the participants were aware of the interest they had at the time of carrying out the implementations, which allowed and helped them to have a concentration and willingness to develop the class and the reading activities and other complementary activities. *“I felt motivated, because unlike how other types of readings have been done in class, those times it was not so monotonous or so tedious and it was done with a few steps and that was more comfortable ... each class was a different reading on a totally new topic and with fun activities to learn so I felt motivated.”* Participants 2 and 3, interview.

As a result of this motivation, it was possible to understand that the students found the class entertaining, different and innovative, thanks to the different activities and the dynamics of the class so that the readings were attractive.

Interest

Lustyantie (2020) exposed “Interest is the acceptance of a relationship between oneself and the reading content. Hence, the stronger or closer the relationship, the greater the attraction. Furthermore, the claim describes a learner's tendency to approach rather than avoid engaging in specific content or actions.” the interest of the students accompanied the

motivation. However, if there was no interest in the materials and activities, this would not reflect a level of motivation. It is for this reason that the interest allowed the students to have a level of concentration and a willingness to develop the classes.

Taking into account the level of interest, the pre service teacher focused on striking activities not only for a moment of reading but for the development of the complete process before, during and after reading. *“The students were very attentive to each part of the implementation as it aroused the interest and curiosity of the students/participants.”*

Journal 1.

In addition, all the participants agreed with the idea that through the implementations they showed a greater degree of interest than in other types of activities or classes. All the participants expressed having a high level of interest in the class. *“The interest was high, because it was like an expectation, we were waiting for the English class to be able to have a little fun learning... they were innovative activities and each time they were different activities... the implementations were “cooler” to learn English than to do it only by looking at the board.”* Participants 1, 3 and 6, interview.

This interest was given thanks to the fact that they felt more attention to the activities that would be carried out, they also felt attraction and intrigue since each implementation was with a different authentic material and therefore new things were explained in relation to the authentic material and even to the culture.

Conclusions

Mainly, it was possible to conclude that students' reading comprehension can be promoted through the use of authentic material. which generated fundamental components

in the development of the authentic material central base for reading comprehension. For this, it was necessary to know aspects of the educational environment of the students so that the authentic material served as a teaching strategy.

Evidence illustrated that through the use of didactic sequences, it was possible to create and organize activities that would allow the authentic material to be focused on the student's needs, taking into account their academic level A.2. These didactic sequences demonstrated that the pre-reading strategy while reading and post reading had a significance in the development of the sequences and resulting in the promotion of certain activities for the implementation and reinforcement of reading comprehension for students.

Continuing with the use of authentic material in class, workshops were used to develop reading comprehension and stimulate understanding of central and secondary ideas. Similarly, to Kusumawardani, Santosa and Roschsantiningsih (2018) "authentic materials are a satisfactory material for students. This material, in terms of reading comprehension, supports to complement the teaching of reading as long as it is supplemented with complementary activities such as filling in blanks, analyzing the text and knowing and organizing the vocabulary." p.8. The workshops with a variety of types of questions influenced the participatory dynamics of the students.

On the other hand, within the development of students' reading comprehension, a fundamental element within the implementations and sequences was the increase of interest in the students. It can be concluded that by using the didactic sequences, activities, and workshops, the students had an increase in interest in the class but above all an increase in interest in reading in English. demonstrating significant progress in the development of classes.

Indeed, it was possible to identify that vocabulary had a fundamental role in the reading process and as a result of the pre-reading activities using the digital flashcards, there was an expansion of the students' vocabulary in the classroom.

Similarly, underlining unknown words in the text influenced the selection and search of vocabulary for comprehension not only of vocabulary but also of the context within the text.

Recommendation

There are aspects to take into account for the use of the implementations within the development of the sequences, it is important to identify and know the level of the students.

Although authentic materials were an excellent strategy, comprehension effectiveness can vary depending on the material used.

On the other hand, the authentic materials have different functions and the complementation with the different English skills for the development of the sequences and implementations has a great advantage where the development of English is benefited.

Chapter IV: Community Outreach Component

Introduction

The national learning policies allow students to start their academic training from the age of 5 in an institution from the transition grades and thus move on to primary school where the academic training is expanded allowing the learning of a second language according to the guidelines generated by the Ministry of Education.

Given these national guidelines, the Ministry of Education has the "Colombia Bilingüe" program where certain criteria are given for teaching English to primary school children so that they begin training in a second language from an early age and thus they can continue building it when they enter secondary education.

Taking into account the aforementioned, it is necessary to use a strategy that allows students to learn, review and consolidate the topics they learn, or complement these topics with a vocabulary base where they can perform in an appropriate way and adjusted to their level of age and learning.

The songs are a means of complementing the topics they are studying and they serve as a great contribution not only in one topic, but also in the vocabulary topics that they need to learn. In the same way, the use of songs helped them to have an audiovisual and entertaining learning that let them to playful and linguistic development.

Within the development and training of English as a foreign language, there is no fixed accompaniment by a teacher in English, which is why it is important to generate this accompaniment, not only for help in the classroom but also for the teaching of English, considering the level that students have and should have. Although, in the institutional

program there is no standard level for teaching English, it is necessary to create goals in terms of ideas and basic topics to generate a first approach to English for students, in this way focusing them on the topics and advanced grade standards.

Similarly, attention to the needs of primary school students in the area of English is of great importance, since the training and accompaniment in English that they can receive is useful for their future training. Besides, for the pre-service teacher allows to get an approach to community work in primary education.

Justification

Adnyani and Fitria Dewi (2022) explained the relevance of using songs to reinforce and teach vocabulary in class, since this allows benefits in student attention and retention of topics by repeating the songs and listening to the melodies that accompany those songs. What allows us to understand that the use of songs is useful as a strategy to consolidate vocabulary topics in children.

The fourth-grade students of the educational institution were benefit since the use of songs were part of their learning process for the consolidation of topics related to vocabulary. On the other hand, it allowed them to work with playful activities such as listening and even making movements while listening to the songs in order to use this strategy that makes them want to continue with the participation and motivation in learning a second language.

In other words, it can be said that this strategy allows students to acquire new vocabulary and to review vocabulary that they already know through the use of songs that reinforce their knowledge and expand vocabulary.

Moreover, this project concretely benefits the student community of the city of Pamplona, specifically in the fourth grade, of the Bethlemitas Brighton primary education students.

Objectives

General objective

To support the English classes using songs with 4th grade students of the primary school

To address the needs in English training of the child population of primary school

Specific objectives

To assist students learning process in their English classes.

To apply songs as a strategy to improve students' 4th grade vocabulary

To work with songs to improve English learning.

To encourage motivation in students to generate interest in learning process.

Methodology

The development of classes in primary is focused on fourth grade students, they have topics related to adjectives, personal pronouns, there is, there are among others. The idea is to approach these topics in a way that students feel motivated and encouraged to participate and learn not only the topics but also to know vocabulary that allows them to improve in the language.

The hourly intensity of fourth grade primary school students is 2 hours per week, which was accompanied by the pre-service teacher, helping to carry out the class.

The classes are focused on the theme to further develop the use of songs to reinforce the theme and also to improve vocabulary knowledge. Songs that fit and complement the themes in class were sought.

Methodology implementation

The use of the songs was developed taking into account the criteria proposed by Shin and Crandall (2014), which are the following: 1) introduce the topic of the song 2) Review the vocabulary 3) Pre-teach the new vocabulary. 4) Listen to the song (with the teacher singing, or with an audio recording or video) 5) Teach the song line by line. 6) Point out words that rhyme at the end of each line and practice repeating them when teaching each verse.

The classes for the support and teaching of English in the 4th grades of primary school at the Bethlemitas Brighton institution have been developed almost simultaneously in the grades, taking into account that the themes must be the same. For this, a planning format modified by the teacher in training has been used since the institution does not have an established format for classes because they have quarterly planners. However, a format was used which the teachers and the supervisor accepted for the planning of primary classes. ([Appendix Z](#))

Table 16 primary planning format

Group	Level	Lesson	Pre service teacher	
Main topic	Date	Time	General competences	
Communicative objective	Cultural objective	Linguistic objective	High school	
Stages	Description of the activity	Time (Min)	Skills	Materials

Opening				
Warm-up				
Explanation of the topic				
Production / Activities / Evaluation / Task				
Closure				

The topics in the fourth grade have been basic with a light grammatical approach but focused on the essential knowledge of English to give and say simple sentences and above all to understand English at a certain level.

To complement and improve the teaching of English, a focus has been made on the knowledge and repetition of vocabulary of topics in English and for this the use of songs was made, which contained repetition of basic words in vocabulary of a beginner level focused on children. ([Appendix AA](#) and [BB](#))

This type of songs allowed to give a more pleasant atmosphere to the classes creating an interest in the students to know the songs with which they would work, which created a motivation to repeat and sing these songs, however it was not closed only to the idea to sing but once the songs were heard 3 or 4 times, they continued to repeat and write the words focused on the vocabulary. ([Appendix CC](#), [DD](#) and [EE](#))

It should be noted that not only were fully didactic children's songs used, but they were also complemented by using songs focused on children's vocabulary but from television programs. For this reason, it was always verified that the songs that were going

to be used were songs that had a very simple level and were suitable for the level of the students.

Additionally, a union of the vocabulary that was taught through the songs with the central themes was made, these themes were taught using a basic but dynamic methodology that allowed students to make a relationship between English and Spanish. Different types of activities were used to give explanations of the topics and finally the systematization of the topics was through the work of workshops that were done within class hours or were allowed to be carried out at home if it was necessary to reinforce the topic. in class hours.

([Appendix FF](#) and [GG](#))

Chronogram

Table 17 Chronogram fourth grade 02

[illegible]

Table 18 Chronogram fourth grade 03

FOURTH 03													
	SEPTEMBER					OCTOBER				NOVEMBER			
	I	II	III	IV	V	I	II	III	IV	I	II	III	IV
Observation	X	X											
Topics reinforcement				X									
Song 1 “Head, shoulders, knees and toes”					X								
Song 2 “If you”						X							
Song 3 “Old Mc Donald had a farm”								X					
Song 4 “Animals song”									X				
Song 5 “The wheels on the bus”										X			
Song 6 “Can you play with me”											X		

Conclusions

The processes in the community outreach accompanying the teaching of English as a foreign language in the 4th grade students of the Bethlemitas Brighton educational institution, has allowed to have a significant scope in what is proposed, firstly, the vocabulary as the central basis of learning English has had a high degree of compliance since the vocabulary that had been worked in class has served as a complement to the central topics, these topics, as they are not complex and have a high level of comprehensibility and simplicity, have allowed the type of vocabulary to work to be broad and It adapts in an optimal way to the level available to the students.

Furthermore, attendance has been possible without any problem, an agreement was reached with the respective teachers to be able to carry out a job in which a high degree of attendance is allowed within the hours established for teaching English.

Besides, encouraging students to have a motivation so that they can have an interest in learning English has been developed satisfactorily, due to the fact that there are a large number of strategies that allow students, despite their age, to awaken a certain amount of interest in knowing English and its learning processes through different basic techniques.

The needs of the students taking into account the level of attention in English required could be achieved thanks to the accompaniment and support that there was in each of the classes focused on vocabulary and explanation of basic topics and according to the students, using the songs as means of compliance with the educational reality of students in the teaching and learning of English in elementary school.

The understanding of the needs of the students in the academic training could be directed thanks to the educational support that there was in the course of the training of the students, complementing the learning process of the students with different types of activities and explanations that would allow them to improve the knowledge of English.

Chapter V: Intra – institutional activities component

Introduction

The intra institutional activities are those extra activities in which teachers, students, administrators and even parents and other entities of the institution participate in which they allow us to be part of these activities either actively or not. Among these intra-institutional activities, there are activities such as quarterly planning (last quarter of the year), training by firefighters for risk and emergency situations within the institution, flag raising, weekly formations and the cultural week with active participation in the talent show.

However, these existing activities within the institution contribute to the academic and personal training of teachers and students. All those activities that are carried out throughout the school year and divided into the corresponding quarters of the institution allow the generation of community environments where the different parts that make up the "alma mater" participate in the pedagogical and didactic training of the institution.

Considering that the institution is affirmed in Catholic values and believing bases, these intra-institutional activities also complement each other full of values of being human, where regardless of whether they are activities, pedagogical, academic, institutional, didactic or of another end, the main thing is reinforcing the educational community in civic values and principles

Justification

Intra-institutional activities are those that the institution has as its purpose the union and integration of the different parts that make up the institution, such as the integration of

students of different grades, students and teachers, teachers and parents, administration and other participants of the institution. institution.

Participation in these intra-institutional activities is of great importance for teacher training since it helps to be an active entity within the institution and to be able to be part of not only the teaching of the area but also to live together and be part of the formation of being within the institution.

The intra-institutional activities have pedagogical, academic and didactic approaches, for which there is a fundamental importance in the support, contribution and participation since education does not end and should not end only in the training within the classroom on intellectual issues, but rather Through these activities, the formation of the student is encouraged and allowed as a social being, integral and participates in what is done inside and outside the classroom.

On the other hand, these training influences not only the students, but also of importance for the teachers, and even the administrative staff of the institution. It is there where there is a need for support in the accompaniment, active and passive participation in the different activities that arise throughout the school year.

Participation within all intra-institutional activity has a significant influence within teacher training since it allows an entity to participate in all help inside and outside the classroom, making the appropriation known to the institution.

Objectives

General objective

To participate in the intra-institutional activities established in the institution

Specific objective

Understand the value of the different intra-institutional activities as part of academic process.

To be an active person in the intra institutional activities execution

To support the different activities organized in the educational setting

Methodology

The Education institution Bethlemitas Brighton did a monthly schedule where they reflect the different activities that take place during that month. These activities are organized by events which start from the monthly value that they make known at the beginning of each month in a formation, the Sunday masses that are carried out at the institutional level, the raising of the flag for important events at the national, departmental and institutional level. among other.

In the time elapsed of the practice, different types of activities have been carried out regarding the intra-institutional part of the school, where a collaborative work between the different parts that make up the Bethlemitas Brighton educational community has been reflected. The work and support carried out in these activities can be divided into two broad categories: first, participatory activities, which are the activities with a passive and active participation. Second, leaded or organized activities there was activities that had a liberation and organization in the English component or activities directed by the supervisor.

The implementation of this component be based on the active and non-active and active participation of the different intra-institutional activities of this last academic quarter that is reflected and specified as follows

Participatory activities

Quarterly planning

In the first and second week of September, a meeting of teachers was held in which the two planning formats that are handled in the institution were socialized. The quarterly planner, which is the one that contains all the contents of the quarter, having 4 important moments in the completion of the classes globally. And the daily planner that is a record by class of what was done, taking into account explanations, activities, workshops, evaluations among others. Also, the observations of the class where everything that happened within the class in relation to the discipline is recorded of students and unplanned events.

Training for risk and fire emergencies

In the second week, a scheduled training was carried out by the administration and rector of the institution in charge of the fire brigade of Pamplona, for which the participation of teachers, administrators, students and some pre service teachers from the different areas received was requested. the institution. The training was focused on the knowledge of handling fire extinguishers and fires and how to act in an emergency with any injury.

Value of September: solidarity

Through a formation of the grades, the value that was worked on in each of the grades was made, the value was that of solidarity and the representatives of each course, made a presentation on a biblical passage and a song to give the opening to this value. On

the other hand, I give each classroom a heart and a hand as a symbol of solidarity. Finally, a teacher and the principal had interventions to talk about value.

Weekly formations

Weekly formations are carried out in the central court of the institution where a prayer is given and important information about the week that is going to pass is also given. Usually, these trainings are held on Mondays, however, when it is not possible to carry them out that day, the meeting is postponed for the next day. The central objective of this type of training is to inform students and teachers of the most important activities of the week and if there is any news on any academic subject. During these formations, pre-service teachers help with the disciplinary control of the different grades in the institution.

Figure 41 Weekly formation



Flag hoisting

Flag raisings have an academic and disciplinary approach since these activities are focused on commemorating special national days, or honoring students who for different reasons, whether academic or behavioral, deserve recognition. In this type of activities, moments related to showing respect for the Catholic values and beliefs of the institution

and also to honoring the national patriotic symbols are carried out. These activities entail more respect and protocol, which is why it was always important to assign grades to the teachers in service so that a stronger control of discipline could be carried out to maintain order and respect during the activities.

Figure 42 Flag raisings



Value of the month release

Monthly within the institution and at the beginning of each month a previously chosen value is launched, this activity in the last quarter so far has been carried out twice in which the participation has been for the disciplinary control of the students. This activity's main objective is the union and integration of students within the different grades. The value that is revealed during that month is related and evaluated in classes such as religion and ethics. This activity allowed the importance of values in the academic training of students to be kept in mind, taking into account that not only people with intellectual and academic knowledge are being trained, but also that people full of principles and values are being trained to be participants. of a healthy society with rights that make them worth as people, for how they are and act in society.

Jean Day

The jean day is a type of intra-institutional activity that is carried out in order to generate monetary funds for different needs within the institution that serve as resources for the students themselves, either for future activities or for physical resources of the institution. This activity consists of allowing students to go with particular clothes instead of wearing the uniform, students who agree to go with other clothes than the uniform give a contribution previously established by the organizers to collect those funds. Additionally, these jean day activities have been accompanied by other types of recreational activities for students, such as Valentine's Day, where they were complemented with activities such as gift exchange, snacks for students and dance therapy.

During these activities, the pre service teachers were asked to be an active part in controlling discipline, order within the classrooms, and collaborating in collecting money and distributing snacks to the supervisor's room. The supervisor also asked for collaboration to create a playful environment with different activities in the classroom.

Figure 43 Jean Day - Valentines' Day



Eucharist to the foundress “Encarnación Rosal”

the founder of the institution "sister Encarnación Rosal" is an emblematic symbol for the school, for this reason they commemorate the day of her birth and death as part of a long tradition to show the respect they have towards her and towards the work done during his years of life. For this reason, a Eucharist was held in honor of the life and death of Sister Incarnation. This event also served to pray and commend the lives of students, teachers, pre service teachers, administrators, principal, parents, among others. Some of the most important petitions for the institution and the students were also placed. This event allows to show the respect and values that the institution has towards its Catholic principles, in which apart from academic activities, the institution has spaces to be devoted to its beliefs without offending or excluding those with different beliefs.

Figure 44 Eucharist



Students' day and storytellers' festival

At the end of October, an activity focused on celebrating the student's day was carried out. This activity was combined with a Halloween activity that had been programmed, for which they decided to exchange sweets between the classrooms and were

allowed to decorate the classroom with a Halloween theme. The students were also given a snack and this activity was complemented with a costume contest where each grade had a specific costume theme and a contest was held to see which grade had done it in the best way. Finally, the storytellers' festival was held, where different storytellers at national and international level were invited to liven up the central event and tell different stories for the students.

Figure 45 Students' Day



Figure 46 Costume competition



Microenterprise fair

On the third of November, the micro business fair was held, which was supported by SENA for the promotion of different micro business stands and also to help the dissemination of small businesses of students and even parents. During this fair, it was necessary to help in the discipline in the different courses corresponding to 7th and 8th grades and also the participation in the different stands of the fair, some areas such as natural sciences, mathematics, Spanish language, social sciences, and computer science made small stands for general greater participation.

Figure 47 Microenterprise fair - stands



Figure 48 Microenterprise fair



Christmas Eve / Christmas advent (Novenas)

Maintaining the Catholic custom certain days before Christmas begins, in Colombia Eucharists are held commemorating the birth of Jesus Christ. The educational institution Bethlemitas Brighton performs these Eucharists in the last weeks of class to allow students to participate in this Christmas custom and to participate in a religious gathering. During these Eucharist it was important to collaborate in the order and discipline of the students of the corresponding grade at class time.

Figure 49 *Christmas Eve / Christmas advent*



Figure 50 *Christmas Eve / Christmas advent, day 1*



Symbol delivery

The delivery of symbols is an event that takes place at the end of the school year where eleventh grade students give tenth grade students certain symbols referring to the institution, since being the last grade carries the responsibility of taking care of these symbols delivered. During this act, the students of the other grades were taken care of so that they could see the event in a respectful manner.

Figure 51 Symbol delivery



Figure 52 Symbols delivery / band instruments



Leaded or organized activities

Day of race

Bearing in mind that the supervisor is in charge of a course, within the intra-institutional activities that they are in charge of, the supervising professor asks for collaboration to participate in this type of activity. During this activity, the students of grade 7 02 were in charge of the raising of the flag on Columbus Day, for which they collaborated in the realization and supervision of the decorations for the raising of the flag and in the review of dialogues. of a roleplay type presentation in which they presented the history of the colonization of Latin America and Colombia.

Figure 53 flag-raising 7mo



Figure 54 dramatized



Preventive citations

In the middle of the term, as is customary, a preventive summons was made to the parents, this preventive summons consisted of calling or summoning on a specific day the guardians of the students who are academically regular or poorly, to warn them and comment on the possible missed subjects if they continue to lose grades. These citations are made by subject areas. In this activity, the supervisor was assisted in the assistance of parents to maintain order and also in the assistance of forms and notes in case the parents or students wanted to know or verify the grades. During this assistance, it was possible to understand the responsibility of the institution to involve parents in the academic knowledge of their children and involve them so that they motivate and generate interest in their children to have a suitable learning within the institution.

Talent show

The central event in the English area is the "talent show" event in which students from different courses of both primary and secondary were allowed to participate in this event and four different categories were selected to participate which were, painting or

drawing, dance, singing and theater. In order to have a better organization of the event, it was divided into two days for the presentation, one day would be focused on primary ([Appendix HH](#)) and the other on secondary, in such a way that the event could be carried out taking into account the number of points to be presented. ([Appendix II](#))

The process of preparing the students for the presentation had a long duration in which the pr-service teachers were asked to carry out the rehearsals in the afternoon, for them they attended from 3 to 6pm and the weekly approaches of the categories took turns, in such a way that all the categories could have the same time to rehearse and there would be no disadvantage in that aspect.

in primary school, it was carried out during English class hours, taking into account that in primary school different types of practitioners are assigned to the English area from different institutional entities, for which reason, during English class hours, primary school students carried out rehearsals and respective reviews. It is important to mention that there was great support from pre-service teachers from other areas such as music for the singing presentations.

On the days of the events, an active role was played in terms of the logistics part of the event. With both primary and secondary school, it was ensured that the points that were made were made based on the schedule that had been established and managing the times so that the event could be carried out between the previously established schedule. Also, the support was supervising and helping with the decoration for the event which was held in the Jauregui theater belonging to the University of Pamplona. ([Appendix JJ](#))

The progress and participation of each one of the activities has allowed us to understand the importance of being an active and committed partner with the institution to advance in the academic, social, disciplinary and human formation of the students, as well as being involved in the different types of meetings to train people who function in a society and can be promoters of a healthy coexistence. Also leave a mark on the institutions even if it is only for a short period of time

Figure 55 Talent show - secondary



Figure 56 Talent show - primary



Figure 57 Talent show - preparations



Christmas Eve / Christmas advent (Last day - Novena)

Participation during the Christmas Eucharist was assigned to one grade for each day. However, the institution decided to allow the interns to participate on the last day of “Novena” so that there would be an active participation by the pre service teachers from the different areas that were within the institution. In this last Eucharist, the religious event was held and sweets were distributed to the students. At the end of the event, together with the teacher and pre service teacher, there was a snack for teachers.

Figure 58 Christmas Eve / Christmas advent Last day



Figure 59 Christmas Eve / Christmas advent pre-service teachers



Table 19 Intra-institutional activities - schedule September

SCHEDULE SEPTEMBER						
Value: solidarity						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Blessing to eleventh grade students (Icfes)	3 State tests (Saber 11)
4 Family Eucharist	5 Beginning of the month for coexistence and peace	6 Peace value launch	7 Risk training	8 Board of Directors	9	10
11 Family Eucharist	12 Board of Directors	13	14 Bethlemitas' visit	15	16 Encounter with Christ	17
18 Family Eucharist	19 Research training	20	21	22 Hospital Training	23 Encounter with Christ	24

25 Family Eucharist	26 Committee of coexistence	27 Seventh grade flag raising best students of the second quarter	28	29	30 Jean day Valentine's Day	
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Table 20 Intra-institutional activities - Schedule October

SCHEDULE OCTOBER						
Value: Entrepreneurship						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Family Eucharist	3 Entrepreneur-ship value launch Committee of coexistence	4	5 Public health visit	6	7 Preventive citations	8
9 Family Eucharist	10 Rest week	11 Rest week	12 Rest week	13 Rest week	14 Rest week	15 Rest week
16 Family Eucharist	17 Holiday	18	19 Flag-raising activity (7 th grade)	20 Psychology training	21	22
23 Family Eucharist	24 Talent Show (Primary)	25 Talent (Secondary)	26 Flag-raising Primary	27	28 Jean day Student day Storytellers' festival	29

30 Family Eucharist	31					
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Table 21 Intra-institutional activities - Shedule November

SCHEDULE NOVEMBER						
Value: gratitude						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Gratitude value release Lessons review Evaluation workshop	2 Lesson review Evaluation workshop	3 Microenterprise fair Science and creativity fair	4 Eleventh grade retirement Tenth grade farewell	5 Band festival
6 Family Eucharist	7 Holiday	8 Math assessment Lessons review	9 Spanish assessment Lessons review	10	11 Science and chemical assessment Lessons review	12
13 Family Eucharist	14 Holiday	15 Social studies assessment Lessons review	16 Physics assessment Lessons review	17 English assessment Lessons review	18	19
20 Family Eucharist	21 Academic remedial week	22 Academic remedial week	23 Academic remedial week	24 Academic remedial week	25 Academic remedial week	26
27 Family Eucharist	28 Promoter evaluation committee	29 Promoter evaluation committee	30 Promoter evaluation committee	31 Promoter evaluation committee		

Conclusions

The accompanying process in the different activities proposed by the institution allows for an academic and social approach to the collaborative environment in the teaching experience, where various types of elements come together to create a pleasant environment among students, teachers, administrators and other institutional parts. In these activities you can see reflected the contributions and also the cultural participation that is transmitted through each of the tasks carried out.

By participating in these activities, it was possible to understand the importance and value that exists when carrying out these actions, allowing a balance between intellectual learning and social and cultural learning for students. It was possible to provide significant support in the different needs within the activities and meet the demands and requirements requested by the superiors within the institution, creating a significant participation and allowing to be an active actor inside and outside the institution.

In other terms, the accompaniment and leadership of these activities allowed us to conclude that the teaching work is not based on the activities within the classroom, but also on all participation, accompaniment and contribution that is made inside and outside the institution in the different pedagogical, didactic activities. and academic that reflect the name and values of the institution

Chapter VI: Reflective approach

Throughout the weeks of practice, five different narratives have been carried out focused on the reflection of the facts, actions and important moments during each of the more weeks that have elapsed. Each of these narratives have had varied conceptions about events within the classroom and within the institution. However, there are certain factors which have been repetitive considering the progress that has been made throughout the classes and the weeks. At the beginning of this teaching process there were certain fears regarding the management of the group, even so, thanks to the suggestions given by the supervisor and the tutor during the class observations that have been carried out, this class control has been possible step by step. Classroom management has been maintained using different types of activities that can be striking and with a methodological approach to class topics.

Likewise, the number of students varies in the grades, but they required a strong voice management that allows the understanding of what is said and the commands given to be able to explain topics and activities. It should be noted that during each of the narratives, it was not closed only to talk about reflection within the classroom but also about the academic performance of the students throughout the classes. also, of the different activities and central events of which the participation and collaboration of the pre service teachers was essential. Finally, based on the experience gained over the weeks, it has been possible to reflect and achieve the proposed goals during the course of the practices. Clearly there are still aspects to improve and situations that require a certain degree of commitment, but the central aspects have been evolving with significant progress.

During each of the three fundamental components of the comprehensive practice, the development of an important role as a teacher, it was necessary to know different strategies considering aspects such as the levels of the different academic degrees, strategies depending on the needs that each group had, and Although in some grades the topics were the same, it was necessary to have a variety of strategies since not all groups and not all students work in the same manner.

In addition, each component had a fundamental development in the development of this stage, since through the investigative pedagogical component, training as a researcher was essential to be able to take an active role in the search for problems and solutions that arose in the classroom of class, as well as the role as a teacher focused on the needs of the students, keeping in mind the academic training that they required, favoring the didactic teaching of the students, covering the standards and goals required by the educational institution.

On the other hand, the component of help to the community allowed the need to be known within the primary classrooms, taking into account that there is no continuous accompaniment in the English training of students in these grades, on the other hand, it was possible to generate environments propitious for teaching English allowing them to have approaches to extremely basic topics and vocabulary so that it is of benefit to students in higher grades.

Finally, the component of intra-institutional activities gave the opportunity to know the complete facet of educational and institutional accompaniment, resulting in a vision of the importance of academic, pedagogical, didactic and human training of students accompanied by teacher follow-up. where in the same way the participation of the teacher allowed a

formation and knowledge of being a social entity inside and outside the classroom,
demonstrating that education entails the formation of being in all its stages and facets
within the institution.

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Appendix

Appendix A Chronogram activities September

Septiembre 2022 VALOR: SOLIDARIDAD "TRANSFORMO MI VIDA, CON AMOR Y SOLIDARIDAD"						
◀ Agosto T						
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
				1	2 BENDICION ESTUDIANTES DEL GRADO ONCE ENTREGA DE INFORMES	3 PRUEBAS SABER 11
4 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO TERCERO 03	5 DIA LIBRE GRADO ONCE INICIO DEL MES POR LA CONVIVENCIA Y LA PAZ	6 LANZAMIENTO DEL VALOR SOLIDARIDAD	7 8:00 A.M.EUCARISTIA 8-01 10:30 CAPACITACION DE RIESGOS PRIMARIA 11:30 CAPACITACION DE RIESGOS SECUNDARIA	8 CONSEJO DIRECTIVO	9 ENCUENTRO CON CRISTO CUARTO 01	10
11 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 01 PROCESION DEL SEÑOR DE HUMILLADERO NOVENO GRADO	12 CONSEJO ACADEMICO	13	14 VISITA BETHLEMITAS A TRANSICION	15	16 ENTREVISTA TRANSICION Y MATRICULA DIA AMISTAD ENCUENTRO CON CRISTO CUARTO 02	17
18 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 02	19 ENTREVISTA CAPACITACION INVESTIGACION CLARA ARAQUE	20	21	22 HOSPITAL CAPACITACION SEXTO, SEPTIMO, OCTAVO Y NOVENO BULLYING-SEXTING	23 ENCUENTRO CON CRISTO CUARTO 03	24
25 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO PRIMERO 01	26 COMITÉ DE CONVIVENCIA	27 IZADA DE BANDERA SEPTIMO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE"	28 IZADA DE BANDERA PRIMERO Y SEGUNDO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE" "PAZ EN EL AULA"	29	30 JEAN DAY ENCUENTRO CON CRISTO TERCERO 01	

Appendix B Quarterly planner



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON-PAMPLONA
Resolución N° 04027 del 29 de diciembre 2020 Secretaría de Educación
NIT-807.003.049-1
DANE 154518000753

NOMBRE DEL DOCENTE	
GRADO:	ÁREA DISCIPLINAR:
Fecha Elaboración	EJE TEMÁTICO
Aprendizaje	EN PRESENTE... EVIDENCIA PRÁCTICA... REDACCIÓN EN PRESENTE
Estándar	
DBA	

1. ACCIONES DENTRO DEL AULA				
Documento sugerido: Orientaciones pedagógicas				
MOMENTOS	ACTIVIDAD	RECURSOS	TIEMPO	SEGUIMIENTO IMPLEMENTA ESTRATEGIAS DE EVALUACIÓN FORMATIVA
Momento de exploración saberes previos	NO ES DICTADO			

Carrera 1 n. 5-90 Barrio Brighton
Cel. 3142820660

Appendix C Planner and daily control



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON-PAMPLONA
Resolución N° 04027 del 29 de diciembre 2020 Secretaría de Educación
NIT-807.003.049-1
DANE 154518000753

SEGUIMIENTO DIARIO AL PLAN DE AULA

FECHA	HORA	GRADO	AREA O ASIGNATURA	ACTIVIDAD	OBSERVACIONES

Carrera 1 n. 5-90 Barrio Brighton
Tel. 5662206 – 3142820660
bethlemitasbrighton@yahoo.es
www.bethlemitasbrightonpamplona.edu.co

Appendix D Project presentation



Appendix E Project presentation - flashcards

Vocabulary

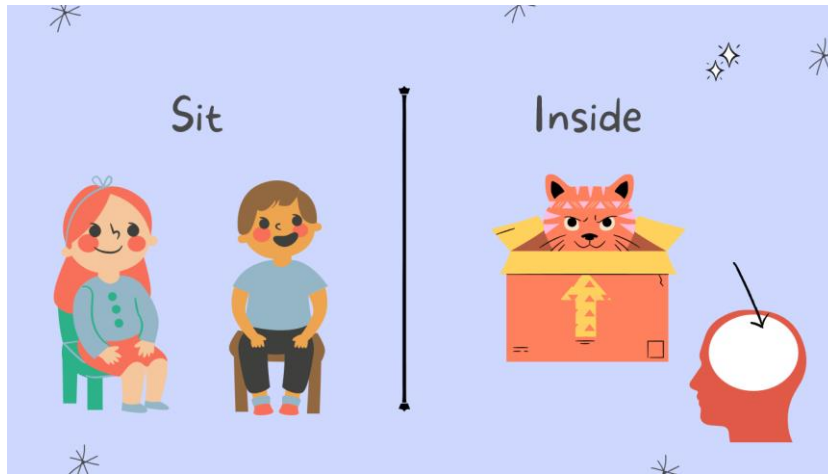
		
REST DESCANSAR	LEARN APRENDER	LOOK MIRAR

Appendix F Project presentation - questions

What does the Comic strip tell us?

- Where could one find this kind of authentic material?
- Have you ever read a comic strip?
- Have you ever read a comic strip in English?
- Have you seen this comic strip character before?
- How many characters were there?
- Was the dialogue long or short?
- Was it easy to understand the reading?

Appendix G First implementation - flashcards



Appendix H Workshop



Name: _____ Date: _____ Grade: _____

1. Write the verb with ING conjugation

VERB	ING FORM
Drive	
Hang	
Sit	
Step	
Turn	
Wait	
Waste	

2. Complete the lyrics

I'm _____ here in the
boring room
It's just another rainy Sunday
afternoon
I'm _____ my time
I got nothing to do
I'm _____ around
I'm _____ for you
But nothing ever happens and I
wonder.
I'm _____ around in
my car
I'm _____ too fast
I'm _____ too far
I'd like to change my point of
view
I feel so lonely
I'm _____ for you
But nothing ever happens and I
wonder.

Chorus

I wonder how.
I wonder why
Yesterday you told me about the
blue blue sky
And all that I can see is just a
yellow lemon-tree

I'm _____ my head up
and down
I'm _____ (x 4) around
And all that I can see is just
another lemon-tree
I'm _____ here
I miss the power
I'd like to go out _____ a
shower
But there's a heavy cloud inside
my head
I feel so tired
Put myself into bed
While nothing ever happens and
I wonder
Isolation is not good for me
Isolation I don't want to sit on the
lemon-tree
I'm _____ around in
the desert of joy
Maybe anyhow I'll get another
toy
And everything will happen and
you wonder
Chorus (see above)

Appendix I Workshop

3. Organize the order of the events according to the lyrics of the song



4. choose the correct answer

- According to the first verse of the song the person was:

a. Happy	c. Angry
b. Sad	d. Pensive
- in the chorus the word **Wonder** means:

a. to surprise	c. to marvel
b. to ask	

5. Answer the question according to what you understand in the lyrics

- About what the man was wondering?

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

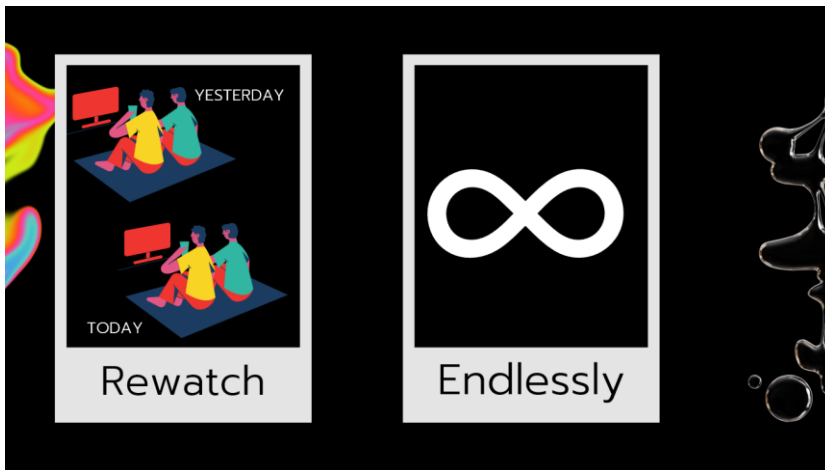
6. In your own words, what do you think the song was about

7. What is the message you learned in the song?

Appendix J Second implementation



Appendix K Digital flashcards



Appendix L Worksheet

Name _____ Grade _____
Date _____

GENERAL COMPREHENSION

1. What is the next article about?

- a. Sports
- b. Movies and media
- c. Entertainment
- d. News

- c. What videos and television programs can be seen in the day
- d. What kind of programs not to watch

2. The main idea of the article is

- a. Programs and videos to watch at night
- b. Make known what types of programs exist on television

3. Images in the text help to

- a. Decorate the article
- b. Visualize what is said in the text
- c. Fill in the blanks on the page
- d. None of the above

SPECIFIC COMPREHENSION

1. Mark true or false according to the reading

- a. If I feel stressed, I can watch an ASMR video (_____)
- b. To understand comfortable TV programs, I need to see episode 1 from the first season (_____)
- c. Youtuber videos are extremely complex (_____)
- d. I can watch cartoons only if I'm a kid (_____)
- e. In the article it is recommended to watch these programs on the day (_____)

2. Answer the questions according to what the text says

- a. What has been the writer's latest obsession and why?

- b. What kind of programs or videos the author can watch multiple times and still enjoy every second?

- c. What are the programs that have a special place in the writer's heart?

- d. In the second type of program, when the author writes "can be a great way to wind down before bed", what do you think that the expression "wind down" means?

Appendix M Worksheet

3. Match the sentence with the correct program to watch

WHAT I CAN WATCH?

I can watch animated shows
I like to watch several times old
chapters of animated series
I can watch colorful series and I like it

ASMR videos /programs

I can watch short videos
I like funny videos
I can watch the same videos again as
long as they make me laugh a lot
I prefer real life videos

Cartoon programs

I like programs that have a sequence
I can watch shows with many seasons
I can watch programs that make me
feel comfortable and satisfied
I can watch reality shows

Comfort tv programs

I can watch videos that help calm
stress
I can watch videos that are quiet
I can see videos that are only about
sounds

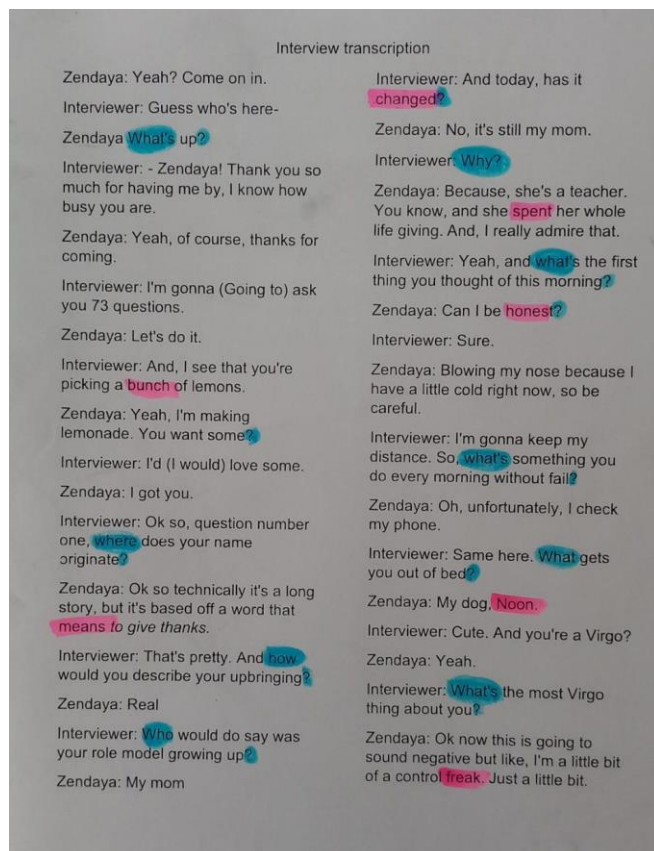
Youtubers programs

WRITING

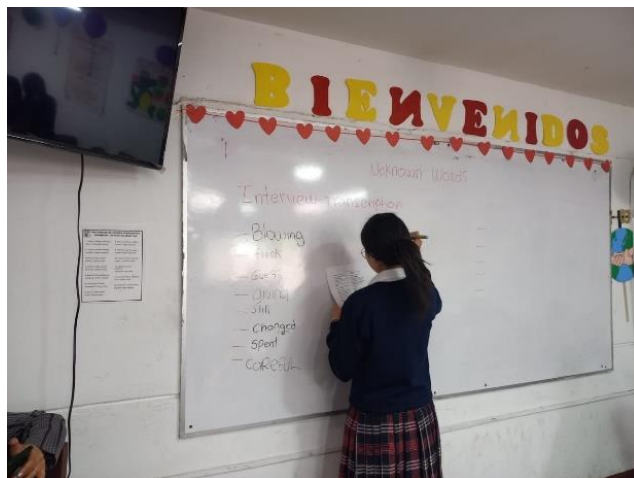
**4. In your own words, what do you think the author of the article
want to express?**

**5. If the writer of this magazine asked you to suggest a type of
program or video to watch, what would it be? and why?**

Appendix N Transcription - underline unknown words



Appendix O Vocabulary activity



Appendix P Workshop

NAME _____	GRADE _____
DATE _____	

Mark the correct option according to the interview

- | | |
|---|---|
| 1. where is the interview taking place?
a. In a study
b. at the interviewer's house
c. at the house of the interviewee | a. Seven
b. Seventy-three
c. One hundred
3. what is the name of the interviewee?
a. Rue
b. Zendaya
c. Vogue |
| 2. How many questions does the interviewer ask? | |

Underline, color or circle the types of WH question that were used in the interview

WHAT WHERE HOW HOW MUCH WHO
 HOW MANY WHEN WHY WHOSE

Order the events of the interview

- | | |
|--|--------|
| • zendaya talks about her mom | () |
| • Zendaya lets the interviewer in | () |
| • the interviewer asks if she is a virgo | () |
| • Zendaya offers the interviewer lemonade | () |
| • the interviewer knocks on the door | () |
| • the interviewer asks who is her role model | () |

Answer the questions according to the interview

1. Who is Zendaya's role model?

2. Why is that person her role model?

3. what does the name "Zendaya" mean?

4. what fruit is Zendaya coming down from the tree?

5. what is the first thing she does in the morning?

6. What gets you out of bed?

Appendix Q Journal first implementation

University of Pamplona Foregin language bachelor degree Teaching practicum Researcher name: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton		
GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
30 students	7 th classroom	Sequence
Journal /field note N° 1	Date October 6th 2022	Hour 07:15 to 09:05 First and second hour

Objective of observation to know students' understanding by using authentic material as a resource for reading comprehension		
Name of the high school Educational Institution Bethlemitas Brighton	Place Classroom Educational Institution Bethlemitas Brighton (Pamplona)	Grade 7th 03
Time of observation 2 hours	Topic Song (present continuous)	Participants 30 students
Topics/categories or codes to observe A-M as a strategy to teach reading Benefits of A-M Motivation Vocabulary		
Reflection		
<p>This reading strategy was functional for the students, since it helped them not only reinforce their understanding of what they read, but also gave them the opportunity to reinforce the central themes of the class.</p> <p>Student motivation played a fundamental role in the development of the activity. such as concentration, active participation, security to answer the questions posed, verbally and in writing.</p> <p>On the other hand, having a structure to follow on how to handle the development of reading helped the development of the activities to be more fluid, it also helped the participants to contextualize the general and specific aspects of the authentic material used.</p> <p>the varied use of questions and activities generated a collaborative contribution from the students when developing the activities</p> <p>Using a song as authentic material allowed for many participation options and activity ideas. On the other hand, it made room for different English skills to be worked on, despite the fact that the main thing is reading comprehension. such as listening and reading. this helped to complement and broaden the understanding that the students had. In the same way, this material authenticated, contributed, promoted that students remain attentive and active in reading.</p>		
Stages		
Before listening and reading the song	Contextualizing the students in different aspects of the reading allowed the students to have an understanding of the authentic material with which the activity was going to be carried out, and with a first view of the song. the students were very attentive to this first part as it aroused the interest and curiosity of the students/participants	
While listening the song before reading the song(lyrics)	Being able to hear and try to understand the lyrics of the song was a great exercise for the students as it allowed them to put into practice the general understanding of what was presented. this part of the activity generated an awakening to understand what is being done. trying to	

	understand not only the lyrics but the melody, the music, the video (reading, listening and audiovisual)
While listening and while reading the song	Joining the reading of the song with what the students heard helped to generate an active participation of the students to carry out some of the proposed activities. However, vocabulary played a fundamental role since, despite the fact that many terms were clarified and known in the first part of the activity, the students showed shortcomings in some words. for which it was possible to see that the students can understand the ideas, however, they need a better lexical knowledge to interpret
After listening and reading the song	It was possible to perceive that the students were confident when answering the questions about the readings with certainty of what they were answering in the workshop that was given. This motivation and security that they had was reflected at the moment of delivering the workshops, since they did it quickly and without generating so many doubts. It was also possible to see that the doubts diminished since, unlike other workshops. this time the students understood the questions better. and the vocabulary seemed more understandable to them

Appendix R Journal second implementation

University of Pamplona Foregin language bachelor degree Teaching practicum Researcher name: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton		
GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
30 students	7 th classroom	Sequence
Journal /field note N° 2	Date October 20 th 2022	Hour 07:15 to 09:05 First and second hour
Objective of observation to perceive students' understanding by using authentic material as a resource for reading comprehension		
Name of the high school Educational Institution Bethlemitas Brighton	Place Classroom Educational Institution Bethlemitas Brighton (Pamplona)	Grade 7th 03
Time of observation 2 hours	Topic Magazine (can can't)	Participants 30 students
Topics/categories or codes to observe		

A-M as a strategy to teach reading Benefits of A-M Motivation Vocabulary	
Reflection	
<p>The magazine was a complex but suitable and appropriate type of authentic material to work the reading comprehension thanks to the context inside the text and the global perspective that the writing contributes to the understanding.</p> <p>Motivation was an important aspect reflected in the implementation, because, the students demonstrated an active participation and paid attention to the instructions.</p> <p>the students stayed focused on reading quietly and were very participative in reading aloud.</p> <p>The use of flashcards as a strategy and support for the knowledge and implementation of unknown vocabulary was extremely useful. this strategy has worked effectively for students. since they have been attentive to the digital flashcards and also the group way in which they worked on this implementation was striking and fun.</p> <p>during this implementation the central skill was reading comprehension. However, skills such as listening comprehension (speaking) had an impact on the development of the activity when reading aloud.</p> <p>the class structure based on pre-reading, while reading and post-reading, helped to have control of the aspects to work on, as well as to have an order to be able to project a more elaborate understanding of the activities. On the other hand, this type of sequence in the realization of the reading helped to have a significant scope in a general way of the step by step to be carried out throughout the implementation and in the understanding of the students.</p> <p>Regarding the selected text, it was visually striking for the participants since it contained a good distribution of the text paragraphs, it was accompanied by visually attractive but not very striking colors, which allowed attention to be focused on the text. It also contained visual aids that I personally considered helped to make the general idea of each of the paragraphs of the text more understandable and give a global idea to the focus of each paragraph.</p>	
Stages	
Pre-reading	<p>During this stage of the sequence, development stood out in two important aspects:</p> <ol style="list-style-type: none"> 1. contextualization of the authentic material: before being able to carry out the proposed reading, a contextualization of the magazines was carried out, this allowed the student to understand why it counts as authentic material, what types of magazines there are and what important aspects there are in a magazine, this caught the attention of the students and aroused an interest to know more about how

	<p>the activity was going to be carried out, what type of article.</p> <p>2. vocabulary to know: although the vocabulary was worked with a focus on unknown and new words, this stage helps students to be able to have clarity in the key words to be able to read the text. This part focused on the use of base element flashcards for comprehension. however, the strategy of copying words on the board that they did not understand at first glance (just looking at the text) helped everyone to build an understanding of different words and create better reading clarity.</p>
While-reading	<p>During reading, the strategies of reading quietly and reading aloud helped in different degrees of comprehension.</p> <p>The first one that was carried out was a quiet reading (silent reading) where the students personally read the text, understanding the reading with the help of the previously worked vocabulary. the students had a personal perception about reading having different degrees of comprehension. On the other hand, when the reading was done aloud, this helped the personal understanding that had been obtained in the silent reading to be better understood in the reading aloud, since what some participants could not understand in the silent reading, they could understand it by listening or participating in the reading aloud.</p>
Post-reading	<p>Regarding the post-reading, in carrying out the proposed workshop or work guide, the majority of students showed clarity in the understanding of several points, however in the observation it can be seen that there are points that are more understandable or easier to carry out What others. Possibly the degrees of complexity vary not because of the difficulty of the text or the questions, but taking into account the student's understanding. however, the idea that some types of questions are less complex for them than other types of questions is not ruled out.</p>

Appendix S Journal third implementation

<p>University of Pamplona</p> <p>Foregin language bachelor degree</p> <p>Teaching practicum</p> <p>Researcher name: Use of authentic material to strengthen reading comprehension in the 7th grade of the educational institution Bethlemitas Brighton</p>
GENERAL DESCRIPTION

PARTICIPANTS	SETTING	SITUATIONS
30 students	7 th classroom	Sequence
Journal /field note N° 3	Date November 1 st 2022	Hour 07:15 to 09:05 First and second hour
Objective of observation to perceive students' understanding by using authentic material as a resource for reading comprehension		
Name of the high school Educational Institution Bethlemitas Brighton	Place Classroom Educational Institution Bethlemitas Brighton (Pamplona)	Grade 7th 03
Time of observation 2 hours	Topic Interview (WH questions)	Participants 30 students
Topics/categories or codes to observe A-M as a strategy to teach reading Benefits of A-M Motivation Silence reading and aloud reading Vocabulary Comprehension of the text		
Reflection		
<p>The interview was a complete material which contained real context and expressions and the use of real linguistics by a native speaker. However, the conversation had an appropriate vocabulary for the students and when using the WH question in the interview, most of the questions had a basic level in the answers. These questions were relevant to topics such as daily life, likes and dislikes, preferences, what the person did, among others.</p> <p>The motivation of the students was reflected in the attention to the readings and in the reading activities in pairs where they repeated the dialogue of the interview they had. this type of reading allowed them to: 1. read aloud and 2. work with oral expression (repeating a text that has already been written). A participatory attitude was also shown in the vocabulary activities before reading.</p> <p>The learning of unknown vocabulary was worked on with flashcards to know and understand the meaning of the vocabulary that was considered more complex and that the participants probably would not understand when reading. On this occasion several expressions were the most central to work on vocabulary. The use of flashcards had a significant effectiveness since it allowed them to relate words or expressions with synonyms in English and with their meaning in Spanish.</p> <p>Throughout the implementation, the central skill on which the project focused was reading comprehension. however, skills such as speaking, listening, and writing were fundamental to the development of the implementation, allowing the participants to use English skills as a complement to the core skill to work on.</p>		

The class was based on the use of the pre-reading while reading and post-reading strategy to address the central aspects to work on throughout the implementation. having an order in the steps to work throughout the project so that there can be an understanding and a good distribution of the activities and time and so that the students have an order for a better understanding and development of the activities of each one of them. the steps for the advancement of the implementation. On the other hand, the reading strategies used were important for aspects of comprehension both silently and aloud in order to have different perspectives of reading.

the projection of the interview was of great help for the attraction of the participant and also to give a different perspective to what they read and to have an amplitude in what happened in the interview to generate ideas in broad strokes of what happened and even to understand some of the expressions that were said in the interview

Finally, the transcription of the text was useful for the participants since this type of dialogue between 2 people helped them to understand the development of the conversation. In the same way, the use of questions helped the answers given in the interview to be concrete and with an adequate vocabulary.

Finally, the workshop used contained a variety of questions and different types of questions that allowed us to understand the generality of the text, the context and the basic aspects. as well as more specific aspects of the questions and answers

Stages

Pre-reading

During the pre-reading part, two important aspects were taken into account to understand the context of the authentic material, the type of authentic material, and the related and relevant vocabulary in the previous reading.

1. The context of the authentic material: it was carried out through the use of images so that the students could guess and understand what type of authentic material they were going to work with, then the way in which the interviews could be carried out and what type of interviews were explained It was more popular and common in American programs. The definition of an interview was explained to them and what they are used for.
2. vocabulary: for the vocabulary, a group activity was carried out with the help of digital flashcards, which contained images related to unknown words and probably complex for the level of the students, through these flashcards the students had to identify the meaning of the words and then the teacher explained them in the context in which she would find herself in the interview. If the images were not enough to understand the meaning of the word, the teacher helped by saying synonyms (simpler

	vocabulary) about the word and expression until the meaning was understood.
While-reading	For while reading, reading aloud and silent reading strategies were used, which allowed students to have an understanding of the texts at different levels, taking into account that silent reading was done individually. On the other hand, the reading aloud was done in pairs so that an oral expression dynamic could be carried out, where a role play simulation could be carried out where the dialogues were read. Taking into account the time, this activity was done in small groups so that there was time for everyone to participate and do the dynamics of reading aloud. After this type of reading in silent reading, the students were asked to underline the unknown words, and these were written on the board, so that an activity could be carried out in which the meaning of the words would be said together. words that were written on the board.
Post-reading	Once the reading and while reading activities were completed, the reading comprehension workshop was held. This workshop was divided into those with the general comprehension of the text and the specific comprehension. For the entire workshop, different types of questions were used, including open questions, closed questions, questions to organize, and questions to choose from among others. These questions were intended to allow the understanding of what the student read and how he interpreted it according to the reading and also considering the audiovisual aid that was used to give a better understanding of the authentic material that in this case was the interview.

Appendix T Base project categories

PROYECT BASE CATEGORIES
<p>Specific and general objectives</p> <p><i>General objective</i></p> <p>To implement authentic material to reinforce the reading comprehension in 7th grade students at educational institution Bethlemitas Brighton.</p> <p><i>Specifics objectives</i></p>

<p>To plan didactic sequences in order to use authentic material for enhance reading.</p> <p>To expand students' vocabulary through the application of authentic material in class.</p> <p>To motivate students in reading comprehension.</p>			
General category	Subcategories	Theoretical description	Comments / other comments
Authentic material as a reading teaching strategy	Cultural aspect	Richards (2006) supports the idea of using authentic materials in the foreign language teaching process due to the authentic material provide cultural information about the target language and also provide exposure to real language.	
	Motivation	Gilmore (2007) suggest that the authentic material increase learners' motivation if they are interested in the topic.	
Benefits of authentic material	Interest	Lustyantie (2020) Interest is the acceptance of a relationship between oneself and the reading content. Hence, the stronger or closer the relationship, the greater the attraction.	

		Furthermore, the claim describes a learner's tendency to approach rather than avoid engaging in specific content or actions	
	Reading	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language (CFRL)	
Comprehension of the text	Vocabulary	Level A1 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (CFRL)	
	Silence and aloud reading strategy	Juel & Holmes (1981) explained “There are several theories that suggest that reading aloud and reading silently may systematically impact	

		comprehension differently”.	
	Audio visual aids	Escobar and Barreto (2019) audio visual aids bring advantages in the reading process, it allows a connection between image and word, also, it helps to recognize and remember aspects in an easier way	
Workshop	Open and close questions Activities done before and after reading	Yayan (2015) “at each stage of the reading workshop, there are a number of activities that can improve the ability to comprehend the contents of the reading, and has a direct effect on the development of students' characters.”	

Appendix U Transcription interview participant 1

transcription 1 participant (s)

1. ¿Cómo se sintió trabajando con canciones, entrevistas y revistas dentro de las clases?
Bien porque siento que fue una forma para que se me quedaran un poco mejor los temas, para aprender de una forma más didáctica, para no sentirnos tan saturados con los talleres, sino poder trabajar de una manera distinta que nunca se había visto en el colegio y en clase.
2. ¿Cuál fue la implementación con el que más le gustó trabajar, Canciones, revista, entrevista?
Escoja y explique
Canción, porque digamos que a mí la música es algo que me motiva mucho a aprender y poder hacerlo por medio del inglés y poder entender una canción en inglés me gustó mucho
3. ¿Cree usted que aprendió vocabulario por medio de las actividades realizadas en el proyecto?
¿Sí? ¿No? Justifique

Sí porque había muchas palabras que antes no entendía o no conocía y con las actividades que la profesora nos hizo en clase pude comprender esas palabras
4. ¿Conocer el vocabulario más importante del texto antes de realizar la lectura ayudó al momento de llevar a cabo esa lectura? ¿Sí? ¿No? Justifique

Sí, claro porque al ya conocer las palabras se nos hacía un poquito más fáciles al ya saber su significado en español, fue más fácil comprender la lectura en el inglés, porque ya las palabras eran conocidas. el vocabulario se volvía más entendible
5. ¿Qué tipo de lectura le gustó más realizar?
A. Lectura silenciosa (individual)
B. Lectura en voz alta (grupal)
Justifique

Me gustó más cuando leíamos en voz alta porque al poder escuchar a todos nuestros compañeros y al poder hacer las aclaraciones necesarias de nuestra manera de lectura era más fácil poder entender el texto o canciones.
6. ¿Cómo comprendió mejor el texto cuando se hacía de manera individual y silenciosa o en grupo en voz alta? Escoja y justifique

la lectura en voz alta nos permitía entender cómo se expresan cada uno de nuestros compañeros e incluso yo puedo hacerme una idea mejor de lo que se está leyendo al oír a otra persona porque puedo centrarme en lo que el compañero quería leer
7. Según el tipo de preguntas contestadas en los talleres, ¿Cuál o cuáles fueron las preguntas que más se le facilitó responder luego de haber leído los textos? Ordene de la más comprensible a la menos comprensible
A. Preguntas abiertas
B. Preguntas cerradas
C. Preguntas de unir
D. Preguntas de verdadero o falso
E. Preguntas de organizar
Justifique su respuesta
yo siento que para mí las más fáciles fueron las de verdadero y falso y las preguntas cerradas porque al poder haber ya comprendido el texto era más fácil comprender las preguntas que se nos colocaban, teniendo en cuenta si había ocurrido o si no había ocurrido
mi orden sería: verdadero y falso, preguntas de unir, preguntas cerradas, preguntas de organizar y preguntas abiertas

Appendix V Transcription interview participant 1

8. Teniendo en cuenta el tipo de pregunta que más se le facilitó ¿por qué considera que ese tipo de pregunta fue o fueron más fáciles de responder?

Ni tan fáciles ni tan difíciles porque había algunas que eran más fáciles de comprender, sin embargo, había algunas otras que necesitábamos la ayuda de la profesora para comprender e interpretar el texto de lo que se expresaba. por este motivo yo creo que mi miedo en las respuestas abiertas era no escribir con las palabras correctas lo que quería decir ya que había palabras o tiempos que olvidaba como usar.

9. ¿Considera usted que a través de la implementación del proyecto conoció un poco de la cultura americana? ¿Sí? ¿No? Justifique

Sí se conocieron cosas importantes de la cultura americana ya que siempre al inicio de las clases se enseñaba un poco de como las canciones y revistas e incluso las entrevistas eran importantes en estados unidos y a veces la profesora explicaba cosas que uno no conocía que fueran importantes en estados unido sobre esos temas que vimos en clase

10. ¿Qué piensa usted del hecho de trabajar la cultura americana en las clases de inglés? ¿Le gustaría seguir aprendiendo de esta manera? ¿Sí? ¿No? Justifique

Sí claro porque es interesante aprender cosas sobre esos lugares donde hablan el inglés, a veces hay cosas que no conocemos y nos ayudan a entender porque el inglés se habla así o como hacen los estadounidenses ciertas cosas y a veces es necesario conocer ese contexto, así como nosotros en clase de español aprendemos cosas de la cultura

11. El trabajo con la cultura mencionado anteriormente ¿Considera usted que le ayudaba a aprender inglés? ¿Sí? ¿No? Explique

creo que si porque digamos en clase cuando la profesora nos explicaba porque utilizan esos tipos de textos o como influyen las canciones ayudaba a que entendiéramos luego el contexto que se decía o por ejemplo a que tipo de personas ese texto quería llegar considerando gustos de estados unidos y esas cosas.

12. ¿Qué elementos aprendió más? Comprensión lectora, vocabulario, gramática etc.

yo creo que vocabulario porque las *flashcards* que veíamos antes de las lecturas eran muy interesantes y pues la mayoría de palabras no las conocía, y al conocer eso pues era ya más fácil comprender el texto entonces yo creo que también a la comprensión de lo que leíamos porque al entender las palabras entendía mejor el texto

13. ¿Considera usted que mejoró la lectura gracias al trabajo con el proyecto? ¿Sí? ¿No? Explique

yo diría que si porque antes cuando leía un texto no me fijaba por ejemplo con qué fin era el texto o si no entendía vocabulario pues me saltaba esas partes de los textos y no entendía ahora pues ya sé que es importante conocer bien las palabras importantes del texto y pues saber el contexto y también que las preguntas ayudan a conocer lo más importante.

14. ¿Recomendaría seguir trabajando la lectura a través de las actividades hechas durante el proyecto? ¿Sí? ¿No? Justifique

sí claro porque implementa mejor el aprendizaje aprendemos de una manera más didáctica y no es tan como lo venimos haciendo desde siempre, como aburrido sino ya más *"chavito"*

Appendix W Transcription interview participant 1

15. Para cada implementación se aportaron videos sobre el tema central de la lectura. ¿Cómo consideró el uso de estas ayudas audiovisuales para la comprensión de las lecturas?
sí me ayudaron bastante porque al poder ver de lo que se trataba el texto era más fácil comprenderlo relacionado digamos lo que pasaba en el video con lo que estaba escrito
16. ¿Cree usted que los videos que se mostraban relacionados con el tema de la lectura, le ayudaron a comprenderla? ¿Sí? ¿No? Justifique

sí porque me permitía entender algunas cosas que de pronto no se veían en la lectura y eran mejores de captar y más rápido de comprender por medio del video. así cuando leía me ayudaba a recordar lo que había visto

17. ¿Opina que el uso de talleres le ayudó a comprender ideas centrales de los textos? ¿Sí? ¿No? Justifique
sí claro, al poder o sea los talleres me ayudaron a entender mejor el texto y a poder comprender lo que habíamos leído, incluso a veces con las preguntas de los talleres podía contener cosas que no percibía cuando había leído el texto

18. ¿Qué nivel de interés le generó el uso de revistas, canciones y entrevistas en clase?

A. Alto
B. Bajo
C. Medio

Justifique

Alto, porque era como que había una expectativa, como que esperábamos la clase de inglés para poder divertirnos un poquito aprendiendo

19. ¿Con cuál de los tres textos le gustó trabajar más?

A. Canción
B. Revista
C. Entrevista

Justifique

Canciones porque como dije anteriormente, me gusta mucho la música y aprender por medio de la música es incluso más divertido y pues se me hacía más bonito y dinámico

20. ¿Por qué ese tipo de material autentico le generó mayor interés?

Porque era muy entretenido personalmente me gusta la música y pues como repetían ciertas palabras y todo eso la verdad hizo que tuviera como más interés en leer el texto

21. ¿Se sentía motivado por aprender inglés cuando se implementaba el proyecto? ¿Sí? ¿No?

Justifique

Sí, me sentía motivada porque era algo diferente a lo que siempre se hacía en clase

22. ¿Se sentía motivado por la lectura en inglés cuando se implementaba el proyecto? ¿Sí? ¿No?

Justifique

Sí, porque las actividades de lectura eran muy divertidas y variadas

23. ¿Tiene alguna sugerencia respecto a la implementación del proyecto? ¿Sí? ¿No? Si la respuesta es afirmativa justifique su respuesta

no ninguna profe, porque todo me gustó y la verdad tolo que vimos durante esas clases de proyecto nos ayudó mucho a entender un poquito mejor el inglés por medio de cosas más "~~chovistes~~" para nosotros

24. ¿Le gustaría seguir aprendiendo inglés por medio de estas actividades? ¿Sí? ¿No? Si la respuesta es afirmativa justifique su respuesta

Sí, porque es más fácil entenderlo desde una manera didáctica, como entendiendo el inglés leyendo en vez de estar pegado a un cuaderno

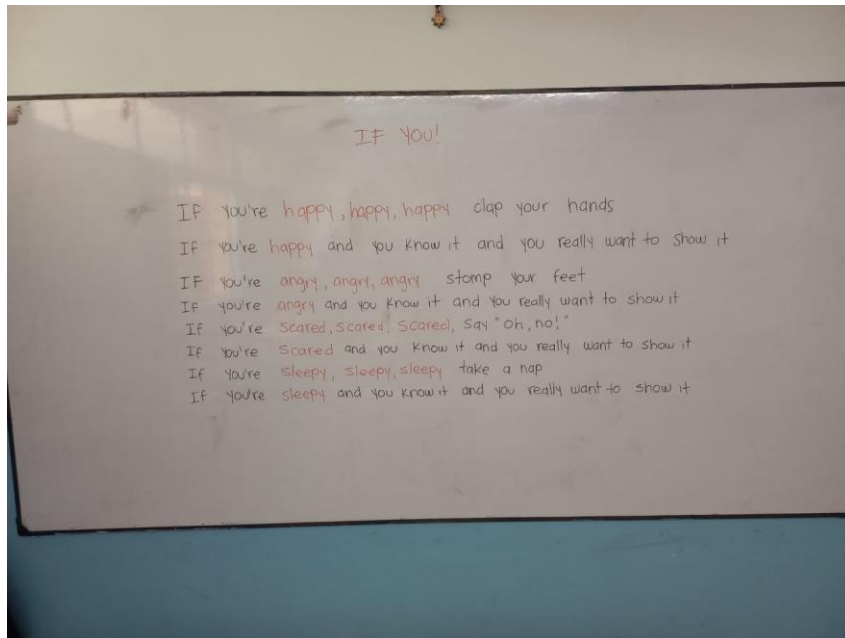
	greeting the students and by saying a short prayer in English and repeating with the students the blessing of the day. then the teacher asks the students if they have any doubts about the topic worked on last class			
Warm-up	To start the class and the topic in a lively way, the teacher asks the students to stand up and do body stretches. To do this, the teacher uses some previously taught commands in English.	5 minutes	Speaking Listening	None
Explanation of the topic	To explain the topic, the teacher verbally teaches them what comparatives and comparative adjectives are. She also explains the use and gives some examples, this explanation is done between Spanish and English to give	40 minutes	Listening	Slides

	<p>a better understanding. Once the explanation is clear, the teacher copies the rules for using comparative adjectives on the board. In this way, the students copy the necessary grammar of the topic.</p> <p>To finish with the explanation of the topic, the teacher makes different types of examples to also motivate the students to participate.</p> <p>Then an activity is carried out to meet, learn and repeat the animals of the farm. For this, the song "old McDonald had a farm" was used, in which different types of animals are taught, doing dances according to the animal and the song.</p> <p>These animals will then be seen in some slides and will</p>			
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	be implemented for the central activity of the workshop to work.			
Production / Activities / Evaluation / Task	<p>For the activity a worksheet is developed, which contains 3 points to perform</p> <ol style="list-style-type: none"> 1. Students have to find and match the name of the animal with the picture. 2. students must mark true or false of some sentences in which 2 animals are compared 3. In the last point, students write the comparative adjective of each sentence that is written. <p>Finally, the students can color the animals that are in the worksheet to finish the activity.</p>	40 minutes	Writing	Workshop
Closure	At the end of the class, the responses from the workshops are socialized so	15 minutes	Speaking Writing	Workshop Board marker

	that there is an interaction with the students and a knowledge of what was worked on in class.			
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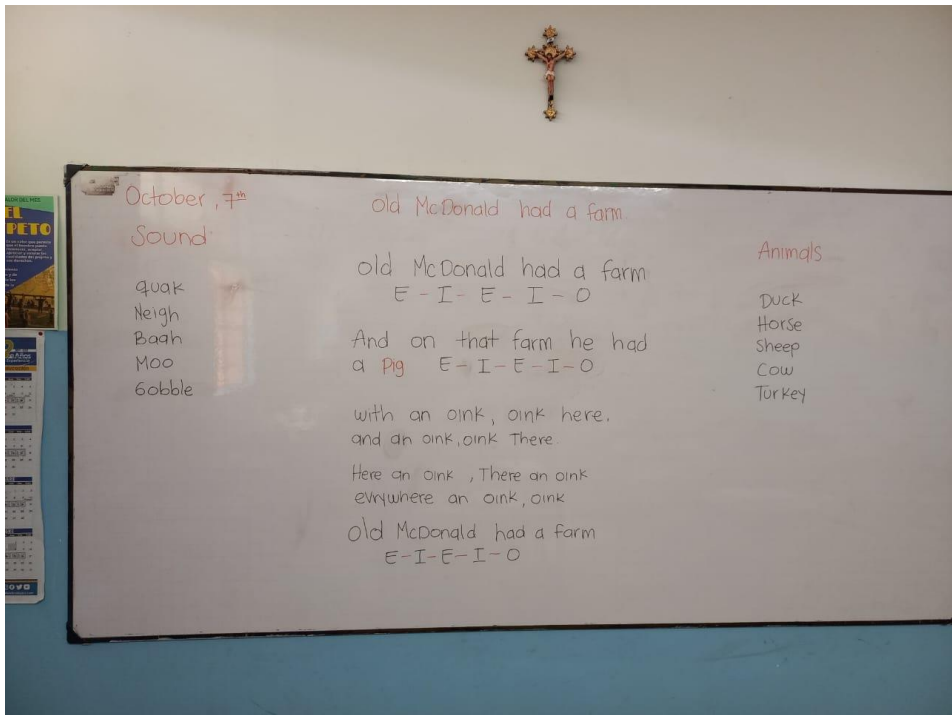
Appendix AA Evidence If you, song



Appendix BB If you, song



Appendix CC Evidence old Mc Donald song



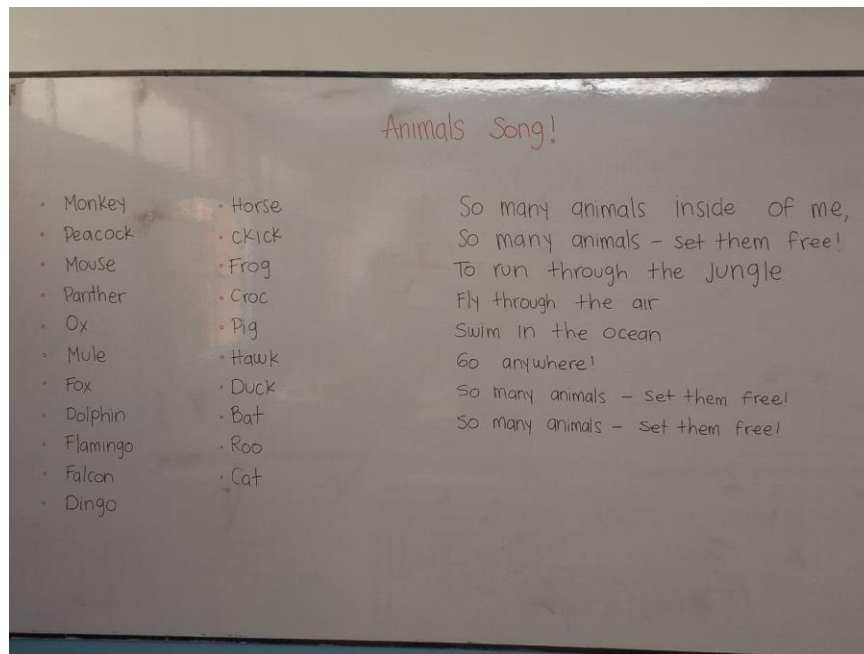
Appendix DD Old Mc Donald song



Appendix EE Old Mc Donald dance song



Appendix FF Animals song



Appendix GG Animals song



Appendix HH Talent show – primary



Appendix II Talent show event secondary

