

The use of news as authentic material to foster Listening Comprehension in 10th grade
students at Bethlemitas Brighton School in Pamplona.

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General presentation of the proposal

With the intent of directing this proposal clearly, this document has been divided into four essential chapters: Institutional observation, pedagogical research component, community outreach component and intra-institutional component which are part of the last stage of the Foreign Languages Program which is the process of teaching practice of pre-service teachers. The observation process was carried out during the first week in which the students got to know the skills they had and the needs they needed to improve. In that first week was the distribution of the courses with which the pre-service teacher was going to work, and it started a brainstorm with which the pre-service teacher could work with students. The news as an authentic tool was to achieve a real communication, produced by a real audience in this way convey a message and involve students in a real context. In pedagogical research component includes all the information relevant to the project including the objectives and justification that allowed the pre-service teacher to develop and direct the project with the intention of collecting all the necessary information by incorporating papers, authors and theories that helped with the development of the proposal, considering similar studies and key concepts. It was based on raising awareness of the importance of learning the English language considering the needs of the population, methodology, activities proposed by the institution and pedagogical procedures.

Community outreach component which was only with primary school students to address all requirements for teaching the English language with children at the practice stage and the English language training needs of the population children's institution.

Finally, the intra-institutional activities component emphasized the involvement of the pre-service teacher and her full participation in the Institution's schedule of activities for cultural events, educational purposes to spread the role of the teacher outside the classroom.

General Introduction

Bearing in mind the importance of the teacher's role, all the points presented in this proposal are aimed at the entire teaching process that must be carried out not only within the classroom but also the commitment that is held as a teacher with students. The participation of the pre-service teachers was fundamental in this proposal since it was basically the first connection with this job and with the students becoming a duty since teaching English today as a foreign language is a fundamental labor that students need to connect with the world and achieve interpersonal relationships that promote their personal and professional training.

Even though English today is used for many things. We were starting from education, business, politics, to technology. The importance of learning English in today's times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. (Putra, 2020, p.1).

Although Spanish is the official language in Colombia, in addition to those of the ethnic groups in their territories, education and current life develop in an increasingly bilingual context. Thanks to the establishment of the Bilingual Program by the National Ministry of the Nation (MEN), teaching English in schools begins from primary to higher education so

that students learn and improve their communication skills and thus achieve the purpose of reaching a level B1 at the end of their studies in high school.

That is why for English teachers who were in charge as for pre-service teachers who started their internship, it became a goal to get the students of the Bethlemitas Brighton school to be well educated from a young age and reach the level proposed in English. For this it was highly important to keep in mind that today, teaching English covers a very wide environment, and we can take advantage of that as it has different methods and strategies to make learning English much more dynamic and proactive. Today students have a very big advantage that is to be able to count on the help of technology, TICs, the Internet, etc. This helps in a way to put aside traditional teaching and start motivating students to study English in a more dynamic and interactive way and to be in an environment where they feel confident about what they are doing.

In view of the above, it was necessary to know in a certain way the needs that students had to facilitate and make more interesting the learning of a new language and to help them or guide them in some way to begin taking the learning of English for pleasure and not only as a duty. For this, this proposal aimed to achieve the implementation of authentic material that has not been manipulated for pedagogical purposes in order to know if it is supportive for students and to know if the use of these materials could be more interesting than those prepared specifically for a language course, as they are real, therefore more relevant and motivating. For many years, it has been argued that teaching materials should motivate the learners by stimulating their interests, encourage them to further explore the potential for language learning capacities, and provide the teachers to create meaningful and engaging activities. (Huda, 2017, p.3.)

Another component added in this proposal was the participation of the pre-service teacher with the implementation of games and songs that were taken with third grade students as a strategy for teaching English. A teenager will be more open to learning through his/her own interests (music, games, sports, movies ...). (Hiri, 2015, p.14.)

Finally, the intra-institutional component in which the pre-service teacher was also part of all the extra-curricular activities programmed by the school by taking an active part and building a sense of responsibility of the teaching role as meetings, preparation and grade assessment, ceremonial flag's raising, among others.

Justification

Learning a foreign language has become a paramount necessity and is essential today, since in most areas of knowledge and human development both sociolinguistic and educational contexts are fully linked to achieve a global communication and encourage an exchange of information helping to increase employment opportunities and enrichment in both social and cultural life. In this case, specifically English as it is one of the most spoken languages in the world and a means of communication. “In today’s global world, the importance of English can not be denied and ignored since English is the greatest common language spoken universally” (Nishanthi, 2018, p.1)

Bearing in mind that in English several communicative skills are handled such as oral expression, oral comprehension, writing and reading, for the educational system it has become a necessity to promote English in a concrete and clear way so that students have what is necessary for the development of the language.

In Colombia, insufficient results have been presented by students during their learning process in English as they do not adequately interpret texts or audios applied in classes. They are unfamiliar with all the relevant vocabulary for interpreting them, consequently, they do not have the ability to speak in a proper way becoming in a deficiency since they are not able to understand and use the language correctly. On the other hand, taking into account that in educational institutions grammar plays a fundamental role to begin with the implicit rules of the use of English language, it is possible to perceive that students do not have the necessary skills to structure words and sentences therefore quality language skills are not demonstrated.

The above mentioned, it was possible to know through the observations made within the institution when the students were in the English class and the answers to the teacher's addresses were not appropriate.

To support all these needs that students presented, it was necessary to implement new strategies to help improve skills and begin to strengthen all the shortcomings that students had, in this case were listening and vocabulary in the grades in which the relevant observation was made (tenth and eleventh grade). In order to be able to serve as support in this situation, the use of authentic material could be of great help since it would be having real and native material that could help students to expand their vocabulary and in the same way, that could be involved with real situations that motivate their learning by language. Authentic materials that have been produced for native speakers of that country have the potential to engage the learners cognitively and affectively. They are enjoyable and therefore motivating and allow learners to feel that they are not really involved in a serious language learning activity. (Kılıç, & İlter 2015, p.4.)

Objectives

General Objective:

- To develop the integral practice in the educational institution Bethlemitas Brighton as a teacher complying with the pedagogical and research components.

Specific Objectives:

- To enhance students' oral production of the 10th grade by implementing news as authentic material
- To be part of the English teaching process in the primary school students reinforcing the learning with songs and games.
- To take an active role in all the activities proposed by the Educational Institution Bethlemitas Brighton.

Conclusions

As a conclusion regarding the research pedagogical component, it can be said that the schedule proposed at the beginning of the proposal was carried out successfully. The sequences proposed could be developed, the realization of the journals after each session was also performed and the instruments were implemented.

Regarding the outreach to the community component, the methodology, and the implementation of the classes was developed as planned but unfortunately, we were pushed for time. Some topics concerning the curriculum were also missing and the implementation of the proposal. However, what was achieved can be concluded that the children were very attentive and very willing to participate in each class.

Finally, with the intra-institutional activities' component, I concluded that I participated as much as possible in extracurricular activities of the Bethlemitas Brighton Institution. I was always willing to help in whatever needed, the teachers always had our help and everything that was planned was carried out in the best way.

Chapter I: Institutional Observation Report

The institutional observation took place in a week where pre-service teachers were in the educational institution to analyze key aspects that were going to be carried out throughout the pedagogical research in order to know more adequately how the role of the teacher was going to be developed in the classroom. In this way, pre-service teachers could observe and study the methodology used, how many tools the educational institution had and what strategies were used by the teachers in charge.

As a first instance, the pre-service teacher met with the school in this case, the Bethlemitas Brighton School, its principal, the pre-service teacher's supervisor, and the other teacher in charge of the English area to make a formal presentation. During this presentation the assignment of the courses that were going to be in charge of the pre-service teachers was made and the activities that the school had in the last term were known.

Among the aspects to be carried out were the historical context of the community, the topographical location of the educational center, the institutional authorities, the Institutional Educational Project (P.E.I), and some relevant aspects of the coexistence handbook, the institutional calendar, the layout of the physical plant, the organizational chart and the supervisor's calendar.

Documental Analysis of Bethlemitas Brighton School

Historical Context

The foundation of the "Asilo Sagrada Familia Brighton" is a community that was built thanks to the illustrious canon Episcopal Secretary Dr. Numa Julián Calderón who with his great heart, love for the poor, and especially for the abandoned children, stirred in the heart of Christ his desire to do good to humanity. The Sacred Heart of Jesus inspired Doctor Numa to endow his land with a house of Bethlemitas and took as a starting point to celebrate on that day the priestly jubilee of the Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift at their weddings to offer her the foundation of an Asylum for poor and abandoned girls run by these nuns.

On April 13, 1896, the first Bethlemitas arrived in Pamplona and on the 17th of the same month they settled and took under their care the institution with the name of "Asilo de la Sagrada Familia Brighton".

The asylum began with 20 orphans, who were trained in domestic services without forgetting religious and intellectual instruction. The first Bethlemitas who worked, were affected by a period of great poverty and deprivation, but despite the difficulties they carried on the work, until the arrival of Mother Magdalena Restrepo, who transformed it and gave it life; with his exquisite gift of people, he obtained a good number of benefactors who provided her valuable help.

Years later the way of the work was changed a little, getting from the government the foundation of the Holy Family School in the same home facilities with the basic Primary.

Subsequently, it grew until it reached the Basic Secondary School, as an Educational Center. Now, it has the approval of the Ministry of Education as "Bethlemitas Brighton Educational Institution" with guidance from the SENA, in the Technical Media (10th and 11th). Therefore, it is a well-recognized institution in the city of Pamplona and has a good positioning.

Topographical location of the school facilities

Bethlemitas Brighton Educational Institution is located in the city of Pamplona, North of Santander in Colombia. This public institution of mixed nature carries out its educational activities under a calendar A and it is divided into two venues: The main headquarters is basic primary which is located in the Brighton neighborhood and the secondary headquarters "RAFAEL AFANADOR Y CADENA" is in the downtown area of the city.



Figure 1 IEBB Afanador y Cadena venue (Secondary)



Figure 2 IEBB Primary venue

Administration Level

Institutional Educational Project (PEI)

The Bethlemitas Brighton Educational Institution, run by the community of the Bethlemitas nuns aims to be the education and contribution to the integral formation of children and young people based on the values that emanate from the founders of the Society; Holy Brother Pedro de San José de Betancur and Blessed María Encarnación Rosal, and the guidelines of MEN; fulfilling the mission of forming in faith, to form the new man, holistic, having as its essence Christ, through a quality education, in accordance with the demands of the new millennium. The educational community of Bethlemitas Brighton, based on the criteria required by the Ministry of Education, makes known its identity and leadership through this Institutional Education Project, having begun its construction in 1998. The I.E.P reflects the teamwork of the different members of the educational community: teachers, administrators, parents, Bethlemitas nuns, students, and community.

Mission

The educational institution Bethlemitas Brighton, in the light of the Bethlemita Philosophy seeks participation, updating and service in evangelization, contribute to comprehensive education by providing quality and inclusive education based on ethical, scientific, technical, research, environmental and participatory principles and with the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the Educational Community.

Vision

The Bethlemitas Brighton Educational Institution in 2022 will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical and technical innovation, promoting environmental awareness and respect for the public, inclusive, consolidated in its processes of comprehensive training of highly qualified persons.

Philosophy

The apostolic and educational legacy of the holy founders, strengthened by the norms emanating from the National Ministry of Education and Secretary of Education, strengthens the pedagogical practices by building every day a quality education that leads to the dynamization of meaningful learning, based on the Holistic transformative model educating in love for service.

Values

Considering Jesus Christ as an example, human-Christian values are assumed in the PEI and educational pastoral are promoted the following values: life, faith, love, freedom, justice, dignity, solidarity and mercy, service, fraternity, hosting, peace, reparation, and excellence.

Institutional Organigram

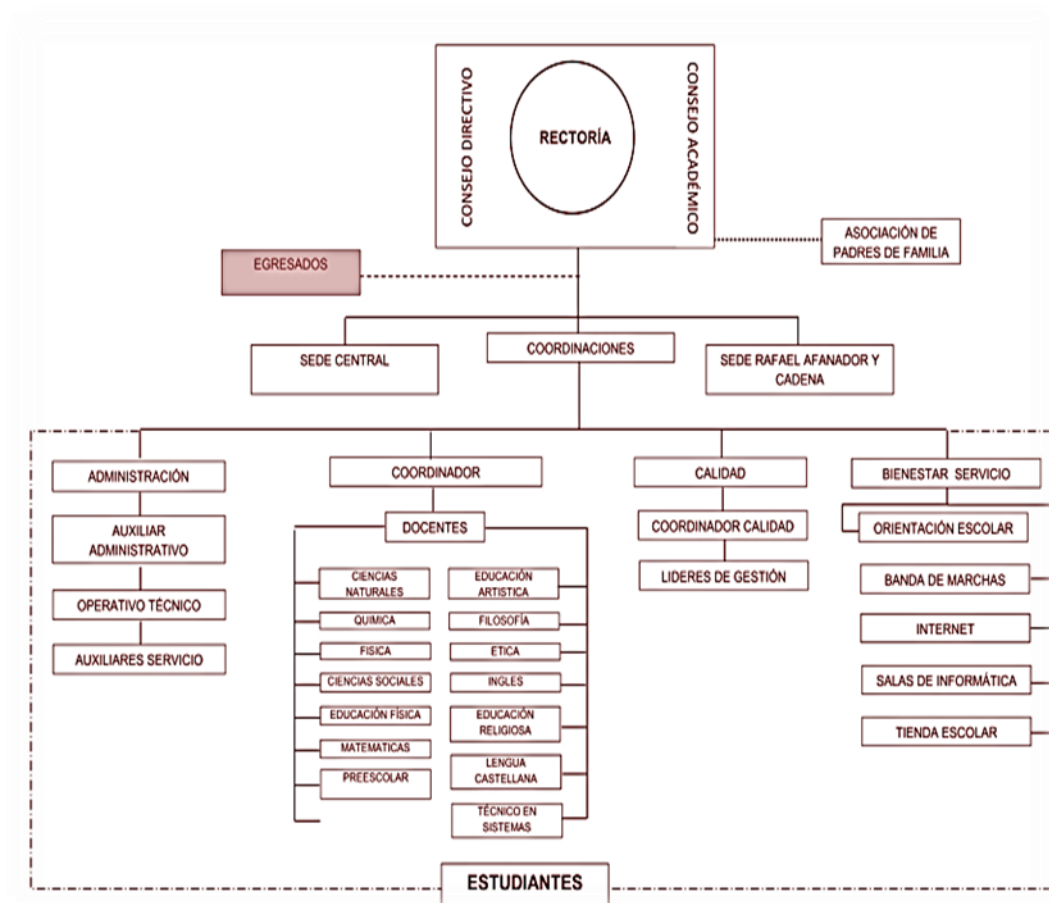


Figure 3 Institutional Organigram IEBB

Community Handbook

In accordance with the educational policies established by the National Ministry of Education and with General Education Law 116/94, article 87, articles 2, 3, 3, 1, 4, 4 of Decree 1075/15 "The educational establishments will have a regulation or manual of coexistence, in which the rights, duties of the students, parents, attendants, caregivers will be defined, when signing the corresponding registration on behalf of their children, are accepting the same".

Complementary are Law 1620/2013 and Regulatory Decree 1965, Law 1098/2006, Decree 2383/2015 and other jurisprudence of the Constitutional Court.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option, and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, it contains seven basic facts for social coexistence which are:

- To learn to take care of yourself.
- Do not attack the other.
- To learn to communicate.
- To learn to interact.
- To learn to work in group.
- To learn to take care of the environment.
- To learn to value social knowledge.

Rules for students

- To be a person conscious of his divine sonship and of the values and demands of this dignity.
- To be a confident person, capable of taking free, autonomous, and responsible decisions.
- Be intellectually competent, open, creative, and critical.
- Be a person open to change, caring, in an attitude of sharing what is and what has

Rules for teachers

- Integrate Bethlehemite spirituality into your educational work; live the values of service, humility, solidarity, and charity.
- The educator Bethlehemite is available, and professionally competent; develops his work from the acceptance of differences, and values them as a means for group growth.
- It fosters the development of multiple intelligences and encourages students towards an integral formation.
- Promote research, knowledge sharing and collective knowledge building.
- It is open to interdisciplinary dialogue.
- Includes new technologies in educational processes.
- It is updated in its specific discipline and in other fundamental knowledge of cognitive, affective, valuing, and spiritual order.
- It establishes a healthy balance in the knowledge-pedagogy-technology triad; it values training and as such, it lives the dynamics of learning throughout its life.

Shield

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



Figure 4 Shield IEBB

Flag

It is as old as its institutions and has presided over all events for more than a century and continues to wave to proclaim the faith in Jesus Christ and the warmth of education.

The white color of its central stripes means peace, harmony, serenity, optimism, joy, ideals, and triumph.

The red color of its triangular stripes means love, enthusiasm, joy, responsibility, constancy, and courage.



Figure 5 Flag IEBB

Anthem

The author of the lyrics was the poet Augusto Ramirez Villamizar and the music was composed by Mr. Ginno Maioni. The anthem is a poem to the wisdom of heart and mind, expressed with deep emotion. God is the center which is reached by duty and longing to be light.

MEN guidelines and health emergency regulations

In order to strengthen public policy management strategies and ensure the provision of education after the COVID pandemic-19, the National Education System advances all the actions and protocols that allow the Educational Institution to be adequately prepared to accompany the learning processes according to the situation of each of the territories, acting jointly with health authorities; and with the consent of families and the consent of students, guide a gradual and progressive return to the presence under the alternate scheme. For this,

the use of masks and constant disinfection both inside and outside the institution were mandatory.

Academic Journey

The scholar schedule started at 7 a.m. and finished at 1:00 p.m. including the respective break for students and teachers. This break had a duration of 30 minutes. Also, each hour class was 55 minutes.

Institutional Chronogram

The school's planning was done monthly and included all events, curricular and extracurricular activities.

September 2022 VALUE: SOLIDARITY <i>“TRANSFORMO MI VIDA CON AMOR Y SOLIDARIDAD”</i>						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2 Blessing eleven grade students Reporting	3 Pruebas Saber 11
4 11:00 am Bethlemita Family Mass Church: San Juan de Dios Grade 3	5 Day off grade 11 Beginning of the month for coexistence and peace	6 Launching the solidarity value	7 8:00 am Mass 8th grade 10:30 am Training of risks Primary 11:30 am Training of risks Secondary	8 Board of Directors	9 Encounter with Christ Grade 4	10
11	12 Academic Council	13	14	15	16 Friendship Day	17

11:00 am Bethlemita Family Mass Church: San Juan de Dios Grade 2 Señor del humilladero procession Grade 9						
18 11:00 am Bethlemita Family Mass Church: San Juan de Dios Grade 2	19 Interview Researching Training Clara Araque	20	21	22 Hospital training “Bullying” Grades 6,7,8, and 9	23 Encounter with Christ Grade 3	24
25 11:00 am Bethlemita Family Mass Church: San Juan de Dios Grade 1	26 Cohabitation Commitee	27 Ceremonial flag’s raising Grade 7	28 Ceremonial flag’s raising Grade 1 and 2	29	30 Jean Day Encounter with Christ Grade 3	

Table 1 Institutional Chronogram

Pedagogical Level

Planning the language area

Public institutions in Colombia should follow the guidelines established by the National Ministry of Education, dividing into four modules, module on democracy and peace, The module on health, the third module is based on sustainability and the last module is linked to globalization. The classes are developed under the learning based on tasks of 5 phases: heating, familiarization, practice, application, and evaluation. Responsible teachers are autonomous currently to integrate the teaching resources they consider relevant to help and

motivate the students' learning (books, posters, maps, photos, videos, software, active activities such as role-playing games...).

Knowledge of available pedagogical resources

The Bethlemitas Brighton Institution has pedagogical resources such as the library, a computer room, devices to manage administrative, academic, and teaching processes, the implementation of books, audiovisual material in each of the classrooms as T.V with HDMI wires, Internet, documents, and guides managed in accordance with the National Ministry of Education.

Syllabus

Students use as a working medium a book called "Talk" which is basically the one that they will be working this last term. Below are the topics proposed by the book that will be seen by 10th grade students of the Institution.

Module 3. THE TIME MACHINE (Macro reticula) p. 54		Listening	Vocabulary	Grammar	Writing	Reading	Speaking	Project
EPOEM Program		3.1. Activities (Meso-reticula)						
Lesson 1. Lifestyles (Micro reticula) p. 58-59	Present Tenses Past Tenses Future Tenses Passive Voice in Present and Past 3.1.1 Passive Voice 3.1.1.1 Present Tense 3.1.1.2 Past Tense	Teenagers' Lifestyle	Frequency Adverbs	Present Tenses Review Prepositions of Time	Write about the frequency of your different activities.	More Than a Hobby	Interview your classmates about the frequency of their different activities.	Presentation about lifestyle
Lesson 2. Fact or Fiction (Micro reticula) p. 60-61		Mariana's UFO Sighting	-ed and -ing Adjectives	Past Tense Review	Draw your lifeline.	Can fiction change reality?	Express your opinion about different situations.	Presentation about a special experience you have had
Lesson 3. Travel and Holidays (Micro reticula) p. 62-63		Tina and Gus' Holiday Plans	Adjectives to Describe Places	Future Tense Review	Write a descriptive e-mail about your holiday.	Rod and Jenny's Holiday	Talk about your dream vacation.	Presentation about your future vacation
Lesson 4. World Facts (Micro-reticula) p. 64-65		World Facts	Electrical Appliances	Passive Voice in Present Tense	Descriptions using the passive voice	Crowded Cities	Talk about the stages of a process to do something.	Presentation about the products of a specific country
Lesson 5. What has changed our world? (Micro- reticula) p. 66-67		Inventions and Discoveries	Compound Nouns	Passive Voice in Past Tense	Write a report about a robbery in the passive voice.	Malala Yousafzai, Nobel Prize Winner	Ask and answer questions.	Retell a historical event.
My Project p. 68	News Report							
Cultural Reading p. 69	General Knowledge Quiz							
Workbook p. 70-73								
Total Assessment p. 74-75	Self assessment		Performance assessment		Peer evaluation		Developed projects	

Figure 6 Syllabus

Regarding 11th grade students, since they have already completed the topics proposed by the book "Talk" a supplementary book will be worked on which the following topics will be worked on:

- Causative Verbs to express an idea
- Active and passive causative structures
- Relative pronouns. Relative clauses.
- Phrasal Verbs
- Tag questions with all verbal tenses in positive and negative phrases.

- Verbs that can be followed by object pronouns + infinitive.
- Antonyms, synonyms, homophones, homonyms, and homographs words.
(Adjectives, verbs, and nouns):
- Used to. Subjective phrases, critical reading.

Teaching methodology in the language class

Bethlemitas Brighton Educational Institution had two teachers in charge of the area of English in secondary and high school. Professor Viviana Rueda who was the area director was in charge of the secondary courses as 6th, 7th and 8th grade and teacher Genis Emilce Navarro was in charge of the secondary and high school courses as 8th and 9th in which 4 hours were worked weekly and 10th and 11th grade in which 3 hours were worked weekly.

During this year, the teachers shared the eighth grade, one overseed grade 8°01 and the other overseed grade 8°02. Taking into account that the institution and the teachers must follow the guidelines of the Ministry of Education, the teachers had to prepare the classes with the same contents using as a guide the book "Talk" and the complementary book for the 11th grade "Workbook" but they were free to manage and develop the classes in their own way.

Accompaniment modalities to learn (tutorials, communication tools and strategies, etc.)

Teachers establish channels of communication and necessary information directly within the institution as extra work guides to support the work and improve the learning of students. Students can also talk to teachers so they can receive tutoring if needed.

Worksheets design and materials

According to the basic learning rights, teachers are responsible for creating the guides and providing the necessary material to be used in the classroom. The materials are created according to the area plan in which the teacher establishes the contents and techniques for the development of his class.

Basic Rights of learning in the institution (Standards)

The main objective of the National Bilingualism Program focuses on citizens being able to communicate in English, Therefore, it was necessary to adopt a common language that would set the objectives of the level of achievement in the language through the different stages of the educational process. The Ministry of Education therefore chose the "Common European Framework of Reference for Languages: Learning, Teaching and Evaluation". A document drawn up by the Council of Europe describing the scale of gradual achievement levels achieved by the student of a language. While the scale of levels was adopted in accordance with the terminology used in the Common European Framework, it is necessary to link it with the terms that teachers have traditionally used to characterize different levels of performance.

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 7 Standards

Secondary and High School Schedule

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON					
SEDE MONSEÑOR RAFAEL AFANADOR Y CADENA					
HORARIO 2022_2					
DOCENTE: GENIS EMILSE NAVARRO GÓMEZ - INGLÉS					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
7:00-7:15	REFLEXIÓN				
1a	8º01	ATENCIÓN A PADRES	9º01	9º01	10º02
2a	8º01		9º01	9º01	10º02
3a	11º01		10º02		
4a	11º01		10º01	10º01	8º01
5a	9º02	9º02	11º02	10º01	
6a	9º02	9º02	11º01		
7a	JORN.PCA	11º02			
8a	JORN.PCA	11º02			

Figure 8 Secondary and High School Schedule

Technological Level

Connectivity, access and use of platforms, digital resources used

The Bethlehemites Brighton school has its own educational platform through WebColegios, in which teachers can upload the necessary material for the development of assigned activities. In addition, each classroom has a TV with HDMI cable in which they can develop the activities proposed by the teacher so they can have an interactive learning. It is worth mentioning that the classrooms do not have access to the Internet therefore all the activities, videos and workshop must be downloaded respectively.

Population level and Information of the Subjects.

Number of students (Gender, age, and language level)

Nowadays, Bethlemitas Brighton Educational Institution has the approval of the Ministry of Education with coordination with SENA, in the technical media (10 and 11). The school has 1,011 students between 4 and 18 years old who attend the Elementary, Secondary and High School. At the end of primary school, students would have a competence level A1 (First Elementary), in secondary education would be level A2 (comparable to the second elementary) and English for high school students would be equivalent to level B1 according to the European reference framework (first and second intermediate level).

Secondary and High School English Teachers

- Viviana Katherine Rueda Carrillo
- Genis Emilce Navarro Gomez

School Administrators

- The school Principal: Ana Isabel Capacho Peñaranda
- Primary Coordinator: Luz Dary Solano Villamizar
- Secondary Coordinator: María Socorro Jauregui Torres

CHAPTER II: Pedagogical research component

The use of news as authentic material to foster Listening Comprehension in 10th grade students at Bethlemitas Brighton School in Pamplona.

Introduction.

According to Masoumeh (2016) “If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims” (p.1). With this in mind, it can be said, that listening would be one of the main skills that students must count on in order to facilitate linguistic knowledge thus achieving a much more fruitful and beneficial development in the development of the language.

To implement the necessary tools and thus achieve a victorious learning, the teacher played a very important role since he must seek and implement the necessary strategies and tools to carry out this process and in the same way looked for the motivation of the students since they may find the listening comprehension a little tedious and so be able to raise their level and their desire to learn the language.

Bearing in mind the above and emphasizing the importance of developing listening skills in students and implementing new strategies to create eloquent and valuable learning. This proposal was focused on the implementation of authentic material, as real news that was not

practiced for educational purposes but was within a real context to get the student to put aside traditional learning. This was aimed to promote the listening comprehension process within tenth grade students of the educational institution Bethlemitas Brighton and in this way started engaging with the classes with real-life situations. Authentic materials bring reality into the class and have various advantages such as stimulating motivation, raising cultural awareness, giving real exposure, and enhancing creative teaching. (Azizah, 2016, p.362).

The above was carried out by news channels took from the recognized international channels counting as first place MSNBC (Microsoft/National Broadcasting Company) followed by Fox news, CNN, and BBC news. For this, it was required to make a respective analysis of the material used in the educational field. There were audios and videos for students to watch and most importantly, listen how news was developed in a real context and situation. In the same way the use of the same was used to collect all the vocabulary that was necessary. With this tool, the student were challenged to listen and understand what the news wanted to convey achieving a group socialization to know if this method was worth it.

Statement of the problem

Throughout the observation process carried out by the pre-service teacher it was evident that tenth grade students of the institution had shortcomings in the four competencies of the English language: writing, reading, listening, and speaking. Including also, the grammar and vocabulary used in classes. It was important to add that the students did not show enough interest in paying attention to the classes, they were not sufficiently motivated to participate or to be involved in the topics that were seen weekly. It was evidenced in the same way that when they went to the front of the board, for instance, they did not have a good understanding of listening. Even when the teacher used the spelling method of some words they did not understand and basically, they wrote the words as they heard them.

According to the MEN, (2006) and the standards assigned for all levels of education in English, 10th grade students should have an intermediate level of proficiency in English that allowed them to communicate in the language, The appropriation of knowledge and the use of it in real situations achieving a (Level B1, according to the Common European Framework of Reference for Languages: Learning, Teaching and Evaluation).

According to the observations made in the observation phase and with the intention of guiding this proposal to improve the listening comprehension in the students by means of authentic material, in this case the news, the following questions were raised:

- How can the use of authentic material like news improve listening comprehension in tenth grade students?
- What is the student's expectation of using authentic materials to improve listening comprehension?
- What kind of news gets students' attention the most?

Justification

Using authentic material in the language learning environment is not an altogether novel concept since it has been in use for the past few decades. Authentic material had been very widely used in Foreign Language classrooms and it is also believed that this method is specifically designed for Foreign Language learning. (Babu & Rao, 2019, p.1.)

In view of the above, since the implementation of authentic materials was not widely used before could be put into practice today and use it as a new learning strategy for the teaching of foreign languages achieving with them the active participation of students in real contexts and thus improve their skills. As stated by Danansooriya, (2016) “the aim of learning a foreign language is to communicate successfully in real life situations. In order to achieve the fluency, the four skills of language learning reading, writing, listening, speaking should be enhanced where this training makes the language learners to use the target language from the very first step of their learning and achieve the expected fluency” (p.1)

On the other hand, listening comprehension is one of the main skills that should be taken into account when learning a language since starting from there students begin to familiarize themselves with the language and enter more into context with the language. According to Gilakjani & Sabouri (2016) “Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy” (p.154)

The researcher in this case aimed to conduct this study in order to achieve that students acquire and improve the ability of listening by making use of authentic material specifically news and in the same way get involved in real environments so that they could be in direct contact with the language. This could help students manage the material autonomously by

focusing on freedom and self-employment so that they decided to listen depending on their interests. Learner autonomy could help to achieve high degrees of creativity and independence. The most common notion for autonomy is a goal of education. Fostering a learner's autonomy should be regarded as one of the most important goals that teachers and educators try to pursue. (Yan, 2012, p.2).

Objectives

General Objective

- To enhance listening comprehension of 10th graders at Bethlemitas Brighton using authentic material focusing on news.

Specific Objectives

- To involve students in real situations to have a better contact with the language.
- To implement the use of authentic material as a new strategy for teaching English.
- To analyze the advantages of implementing the use of authentic material in English classes.

Theoretical framework

The main objective of this project was to implement the use of authentic material specifically news, in order to improve students' listening comprehension. In the following theoretical framework, you will find the definitions of the basic concepts carried out in this research such as: teaching English as a second language, the use of authentic material as a strategy when teaching and listening comprehension.

Teaching English as a second language

The teaching of English is a structural and continuous process in which the teacher plays a very important role since all rules, norms, structures, communication skills, etc., must be presented from the beginning in an organized, clear, and dynamic way to capture the attention and interest of students. The importance of teaching English as a foreign language helps to build suitable and capable people in any area of daily life. A language is a tool used to communicate with each other, so there is an understanding between the parties involved. The language itself can make it easier for us to channel ideas, ideas, feelings, and many other things. (Putra, 2020, p.1)

With this in mind, when teaching a second language, there must be a formative purpose which includes a whole pedagogical interference that consists in guiding and directing students towards the path of understanding of the language both inside and outside the classroom. In this case, the teacher becomes involved as an intermediary or emissary who succeeds in differentiating, fostering, and applying the needs of the students depending on the environment in which they are working. According to Ashraf (2018), "...teachers have to ensure that the learning environment is interesting and enjoyable. Interaction with teacher

and classmates will lift the confidence level of the young learners and at the same time they will get the required exposure to English.” (p.12).

Use of authentic material as a strategy when teaching.

Although, the use of authentic materials and authenticity in language learning started to gain ground in language pedagogy very early in history. However, the early part of the 20th century was defined by a blossoming of a variety of teaching methods such as the oral method, the audio-lingual method, the situational approach, and the direct method, which applied language learning materials that concentrated on the linguistic aspects of language and were specifically structured for language learning purposes. (Umirova, 2020, p.1)

Authentic materials are resources used in order to be applied for the teaching of foreign languages as they have been developed for educational purposes in order to satisfy, improve and, achieve with the intend of involving students in real contexts achieving the motivation and interest in learning a language. These can be collected from different sources such as: real conversations, news, newspapers, television, radio, music, etc. In the same order of ideas Ahmed (2017) said “They can be linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional, experiential, elicitative or exploratory while informing learners about the language, providing experience of the language in use, stimulating language use, or helping learners to make discovery about the language for themselves” (p.3).

The teaching authentic materials prepare students to encounter real life language outside of the classroom. Authentic instructional materials are such materials which may not have been specifically designed for classroom use, but for use in real-life situations. In addition to the use of authentic instructional materials, the teacher in communicative language teaching

classroom must design tasks and activities that also reflect the actual use of language in real-life situations. (Danansooriya, 2022 p.3).

Listening Comprehension

When students are learning a new language, understanding, and comprehending play a very important role since it is necessary because they are basically people who will have to interact with other people and situations at different times and opportunities in their lives.

According to some authors, Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives (Sabina, 2018, p.1) In the same way, Saraswaty (2018) stated that “listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others” (p.1)

Listening comprehension is a process in which students need to be persistent so that they can acquire all the necessary information, remember it, and therefore connect it to the context in which they are working with. Listening is an active mental ability that requires practice and effort as it will have the brain working every time it interprets something new thus achieving successful communication and understanding.

Literature Review

This literature review includes a compilation of studies that were done previously and that clearly cover the topic with the purpose of directing the present research.

First, (Dewi, 2018) conducted experimental quantitative research called "Utilizing Authentic Materials on Students' Listening Comprehension: Does it have Any Influence?" where 190 students participated but only 76 were the sample for this research. The 76 students were divided into two different groups, the experimental consisting of 38 students (where the authentic material was implemented) and the control group consisted of 38 students (where the non-authentic material was implemented). The purpose of this research was because according to the author, "when the researcher did macro teaching found out that there were some students' problems in listening comprehension" (p.1). For this reason, the author decided to implement the use of authentic materials to investigate whether there is a significant effect on the listening comprehension of EFL students. To gather the information, the researcher used the multiple-choice test and songs as a means of communication that were used as a source of data were as authentic materials that were taken from some singers. The results of this research showed that both groups had a significant effect on students' listening comprehension. However, it was possible to conclude by making the comparison between the two groups that the use of authentic materials has an influence on students' listening comprehension.

On the other hand, Abdulrahman, Basalama & Widodo (2018) applied a quasi-experimental method in which 60 high school students participated in Indonesia distributing them in 30 students in the experiment class and 30 students in the control class. This invention aimed to investigate students' listening comprehension through the use of podcast in the EFL

classroom. The instruments used in this research were a survey questionnaire to the experimental group to explore their perception of the use of podcast instruction as authentic material in the teaching of listening, an objective test and, a listening lesson plan that treated students during sixteen meetings. The results showed on the one hand, that the questionnaire indicated that students have a positive attitude towards the use of podcast in the listening classroom. They managed to realize that podcasts provided authentic materials, interesting activities that included listening exercises and meaningful tasks for them. On the other hand, the experimental class obtained a higher score, this indicates that the experimental class obtained a better result in the auditory achievement.

In addition, Azizah (2016) carried out an experimental study, with the participation of approximately 60 students who were divided into two groups; one of them was chosen as an experimental class (EG) who received classes with authentic material and the other as a control class (GC) who received the traditional class. The purpose of this research was to find out if students who received authentic materials in their listening class would get a better result compared to those who did not. Two tests were used for data collection: a pre-test and a post-test and a questionnaire. The results showed that the post-test of EG was greater than that of GC 71/82. This meant that students who were taught using authentic materials achieved a significantly better result in listening than those who were taught using the traditional materials. It should also be noted that through the questionnaire students showed that they preferred authentic materials to learn listening skills, since these materials were more interesting and more related to their real-life context.

Also, Fauzy (2017) conducted a qualitative case study called "Students' Responses to the Use of Authentic Material in a General English Class" which involved 14 students from two

intermediate general English classes. Basically, this research aimed to identify how students responded to the use of authentic materials in a general English class and whether it was helpful in developing it. The observation and focused group interview were the two fundamental tools to obtain the data compilation. Observation was applied to develop an understanding of how students responded during the course and focused group interview that generated the main information for the study. The results showed that if the authentic materials are not used properly, it would be a bit challenging for the students thus achieving demotivation rather than interest in a new language. It can be concluded that the proper use of authentic materials responded positively in an integrated class based on skills but must be used in a very well-prepared way.

Also, Losada, Insuasty & Osorio (2017) conducted a mixed study composed of a quasi-experimental and descriptive-qualitative research design called "The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School" in a foreign language institute of a public university in Colombia where two A2 level English courses were chosen. Course A was considered the control group and course B was treated as the experimental group. The purpose of this study was to know if the use of authentic material in the development of the English course had a significant impact. For this, pre and post-tests, observations, semi-structured interviews, surveys, and journals were implemented. As a result, it was found that the implementation of authentic materials for educational purposes in group B, which was the experimental group, did have good results in the students' communication skills.

Pedagogical methodology

The pedagogical methodology used in this proposal was proposed by Kumar (2021) where the researcher performed listening activities with the aim of helping students to reflect on the hearing experience which were divided into 3 fundamental steps.

Pre-listening activities are things learners do before a listening activity in order to prepare for the listening. These activities have various purposes, including introduction of the topic by the teacher, background knowledge of the context, debate on the topic, questions on the topic, explaining difficult vocabulary, teachers help in recognizing the meaning.

While-listening activity is a stage frequently used during the lesson teaching by the teachers and its aim is to help students to develop listening skills

Post-listening skills help the students to review their understanding after completion of lesson plan and how much the student followed the teacher. The post-listening activity in this study are the teacher asking questions on the topic after completion of the lesson, discussion on the topic and homework reinforcement.

To achieve this purpose, the following chart was used with which the three implementations were planned and thus achieve the workshop by the students of each of them.

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Name of the project:				
Educacional School:	Trainee teacher's name:	Date:	Course:	
Supervisor:	Tutor:	Time:	Topic:	
Name of the New N°1:				
Communicative objective:				
Linguistic objectives:				
Socio-cultural objective:				
CLASS METHODOLOGY ACCORDING TO				
LISTENING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre-listening</i>				
<i>While-listening</i>				
<i>Post-listening</i>				
<i>Final product</i>				

Table 2 Example chart planning

First, in order to achieve the objectives mentioned above, some sequences were planned taking into account the plans to better organize the development of the class and realize it successfully. Following this it is worth noting that for the three workshops held, the BBC News platform was used to present the news to students and thus achieve the workshop of the students of each one of them.

First didactic sequence

Parents hope “frozen” child will live again. BBC-News

For this first didactic sequence, what I wanted with the students was that they could identify all the verbal tenses that were in the transcription of the news and the known and unknown words. For that I extracted one news from BBC News, which was also accompanied by the video and its respective audio. Also, the idea with this news was that the students could put themselves in place of the people of the video and give a brief reflection about what they were living, what they would do in their place and how they would act in front of this situation being here in Colombia.

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

Name of the project: The use of news as authentic material to foster Listening Comprehension in 10th grade students at Bethlemitas Brighton School in Pamplona.


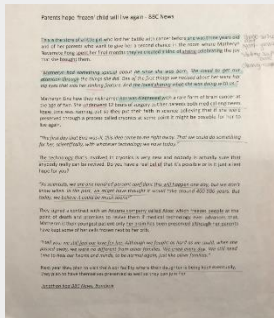
Educational School: Bethlemitas Brighton	Trainee teacher's name: Aylin Yaritza Rojas Rico	Date: October 5 th 2022	Course: 10-02
Supervisor: Genis Navarro	Tutor: Mayeini Garcia Parada	Time: 1h	Topic: Verb tenses New vocabulary

Name of the New N°1: Parents hope “frozen” child will live again. BBC-News

Communicative objective:	To know how to express yourself when you are going through difficult situations
Linguistic objectives:	To recognized and use the verb tenses and new vocabulary.
Socio-cultural objective:	To identify how culture is in other countries, know how they handle problems and know how they are solved here in Colombia

CLASS METHODOLOGY ACCORDING TO KUMAR (2021)

LISTENING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre-listening</i>	<p>In this stage the teacher is going to give the students an idea about what the news is about and then she is going to ask the students some questions to deepen the topic. These questions would be:</p> <ul style="list-style-type: none"> • How would you feel if you knew someone in your family had a serious illness? • What do you think of technology in other countries? • How do you think health is here in Colombia? <p>After this, the students are going to listen one time the</p>	Online Platform BBC-News page Internet	Listening	5 min

	<p>audio in order to better understand the topic and context of the news and to identify the unknown vocabulary. For this, students will be asked to write down the words they understand first. Whether they are places, things, people, dates, etc.</p> 			
While-listening	<p>At this stage, students will be given the transcript of the news in which they must identify which verb times are being used and which unknown and known words they find.</p>  <p>The listening video is played again twice but students will begin to take notes of everything they hear and can understand. They will be guided by the images that the video contains and the subtitles.</p> <p>Then, with the help of the teacher they will begin to socialize the unknown words</p>	Notebook Pen	Listening Writing	10 min

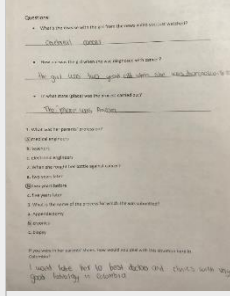
	and begin to show synonyms for a better understanding.			
Post-listening	At this stage we will have the answer to the questions and exercises that students must perform to know if they understood the news.	Online Platform BBC-News page Internet Notebook Pen	Listening Speaking	15
Final product	<p>To know how to express yourself when you are going through difficult situations.</p> <p>To identify how culture is in other countries, know how they handle problems and know how they are solved here in Colombia</p>	<p>Worksheet</p> 	Writing	30 min

Table 3 First weekly planner

Second didactic sequence

Family travel world before children go blind – BBC News

For sequence number two, I took a video from the BBC News page and to give an idea of the subject some images were shown to the students so that they will start to have an idea of what the news was about and thus begin to brainstorm. The idea of this news was that students could mainly interpret and publicize the topic orally and, also, could give their point of view in the face of a situation as shown in the news.

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT


Name of the project: The use of news as authentic material to foster Listening Comprehension in 10th grade students at Bethlemitas Brighton School in Pamplona.

Educational School: Bethlemitas Brighton	Trainee teacher's name: Aylin Yaritza Rojas Rico	Date: October 19 th 2022	Course: 10-02
Supervisor: Genis Navarro	Tutor: Mayeini Garcia Parada	Time: 1h	Topic: Verb Tenses Passive Voice

Name of the New N°2: Family travel world before children go blind – BBC News

Communicative objective:	To determine how to handle a difficult situation despite all the adversities that arise.
Linguistic objectives:	To recognize all the verb tenses, the active and passive voice and new vocabulary.
Socio-cultural objective:	To be aware of the calamities that other people have and reflect on the opportunities and blessings that students have now.

CLASS METHODOLOGY ACCORDING TO KUMAR (2021)

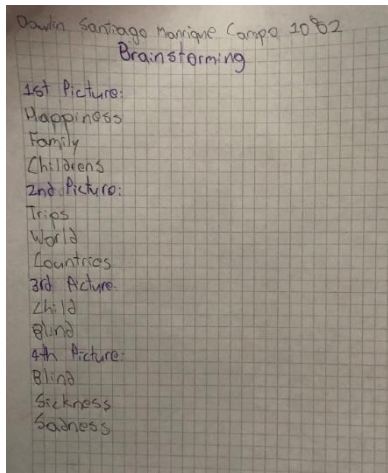
LISTENING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre-listening</i>	<p>At this stage the teacher will show the students some images with the news that will be presented and, in this way, they will start with a brainstorm to get a little in context with the news that will be shown.</p> 	<p>Online Platform BBC-News page Internet Paper Pen</p>	<p>Speaking Writing</p>	10 min
<i>While-listening</i>	<p>At this stage, the listening video is played for first time, and students will begin to take notes of everything they hear and can understand using the previous</p>	<p>Notebook Pen</p>	<p>Listening Writing</p>	15min

	<p>brainstorm that they did. They will be guided by the images that the video contains and the subtitles.</p> <p>Then, the audio and video will be played for the last time and in the company of the teacher, there will be a general socialization, a review of the understanding that the students had, also some specific questions of the topic.</p>			
<i>Post-listening</i>	At this stage it will begin with the correction of the questions proposed above and with the socialization of the activities raised.	Online Platform BBC-News page Internet Notebook	Listening Speaking	10
<i>Final product</i>	Identify how problems are handled by others and reflect about the blessings we have.	Worksheet	Writing	30 min

EVIDENCES

Pre Listening





While Listening



Post-Listening

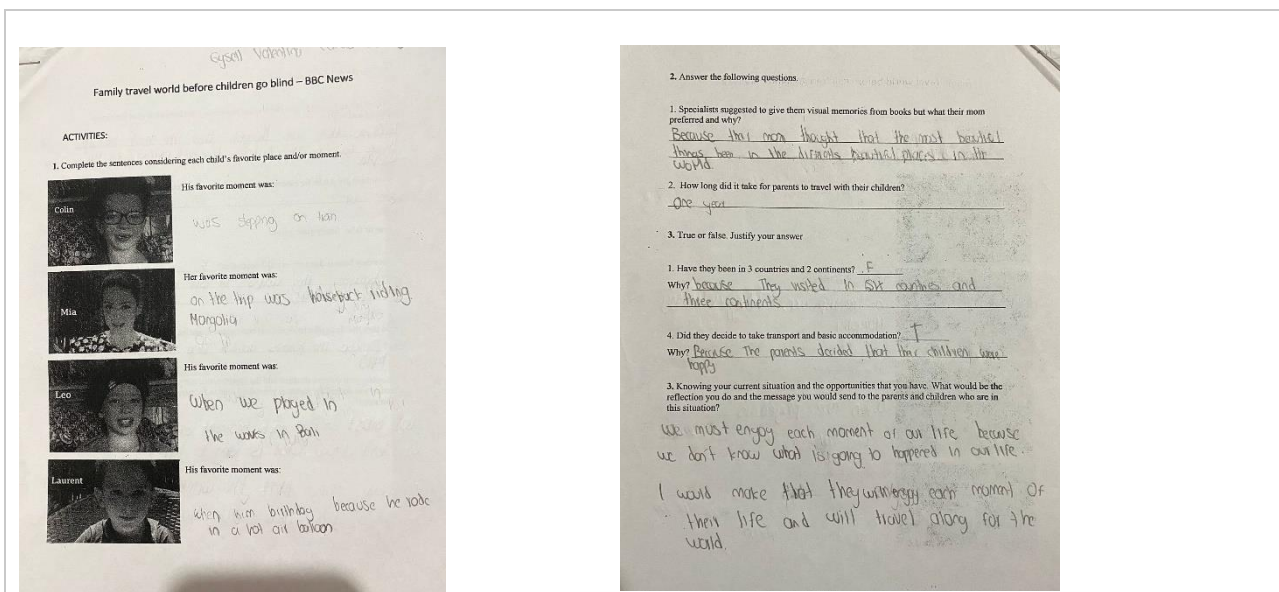


Table 4 Second weekly planner

Third didactic sequence

Hindu festival of Diwali celebrated by millions around globe - BBC News

Woman 'saves for 30 years' to see Titanic shipwreck - BBC News

For the implementation of the third didactic sequence, I wanted to carry out a slightly different activity with the students. In this case I showed two similar news but at the same time kind of different so that they could get a single idea of the two-news shown. This, in order that students could come to a specific conclusion and could create a story completely different from those shown videos. For this I also made use of the BBC News platform.

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

Name of the project: The use of news as authentic material to foster Listening Comprehension in 10th grade students at Bethlemitas Brighton School in Pamplona.



Educational School: Bethlemitas Brighton	Trainee teacher's name: Aylin Yaritza Rojas Rico	Date: October 26 th 2022	Course: 10-02
Supervisor: Genis Navarro	Tutor: Mayeini Garcia Parada	Time: 1h	Topic:

Name of the New N°3: Hindu festival of Diwali celebrated by millions around globe - BBC News
Woman 'saves for 30 years' to see Titanic shipwreck - BBC News

Communicative objective:	-To learn about other cultures and how they celebrate important dates. -To know the inclinations of people from other countries
Linguistic objectives:	To link known vocabulary to make a word familiar.
Socio-cultural objective:	To differentiate the activities carried out here in Colombia and identify for what they would save money for so many years.

CLASS METHODOLOGY ACCORDING TO KUMAR (2021)

LISTENING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre-listening</i>	At this stage the teacher will start with some questions to give students an idea of what the topics of today's news will be. The questions will be: What country would you like to know and why? In Colombia what festivities are celebrated and what is your favorite? What is your big dream? Why would you save so much money? In this way students will start with a brainstorm and get familiar with the topics.	Online Platform BBC-News page Internet Paper Pen	Speaking Writing	10 min
<i>While-listening</i>	At this stage, you will start with the first video and students will be taking notes of everything that seems important to them. For this they will be guided by subtitles and images within the video. Followed this teacher will start asking what they could understand, what they found more interesting, whether they like this culture yes or no and why? Then the second video will be played	Notebook Pen	Listening Writing	15min

	<p>which is totally different, but in the same way they will write the most important thing and then the teacher will continue with some questions.</p>  			
<i>Post-listening</i>	<p>At this stage, the videos are going to be play just one more time. After having seen the two videos, the teacher will socialize with them topics. He or she will ask other questions and guide students through the proposed activity. In this case, as they are two different news, students will have to take the notes they took both before watching the videos and those they took during the video. With this they will have to create a very creative story including the topics seen in the news but either with different countries, different dreams, different reasons, etc.</p>	<p>Online Platform BBC-News page Internet Notebook</p>	<p>Listening Speaking Writing</p>	<p>10</p>
<i>Final product</i>	<p>To differentiate the activities carried out here in Colombia and identify for what they would save money for so many years.</p>	<p>Worksheet</p>	<p>Writing</p>	<p>30 min</p>
EVIDENCES				

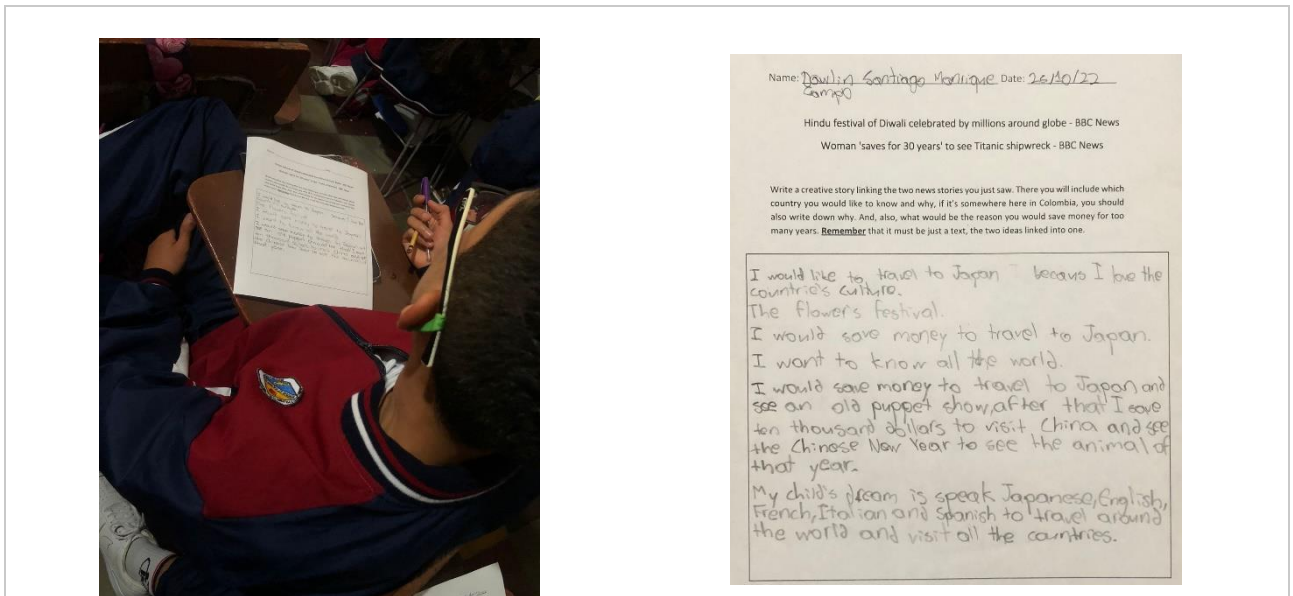


Table 5 Third weekly planner

Research Methodology

The research methodology developed was from a ***qualitative approach*** which involves and analyzes data and nonquantitative information in order to understand the behaviors, opinions and experiences of the research participants. For this reason, the results of the qualitative approach are expressed only in words. According to Creswell (2002) In qualitative research, we see different major characteristics at each stage of the research process: exploring a problem and developing a detailed understanding of a central phenomenon; having the literature review play a minor role but justify the problem; stating the purpose and research questions in a general and broad way so as to the participants' experiences; collecting data based on words from a small number of individuals so that the participants' views are obtained; analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings; writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

This study aimed to analyze the extent to which the implementation of teaching materials contributed to the improvement of listening comprehension in an English course at level B1.

This pedagogical project implemented an ***action research design***, as there was going to be obvious facts. In this way, knowledge was generated around the investigation of the problem in educational contexts and allowed the researcher to seek answers for the development of that problem and in this way create a plan to improve it. 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. Hatch (2002).

Population

The population of this study were the tenth-grade students of the Bethlemitas Brighton Educational Institution with a level B1 according to the Ministry of National Education (MEN) who received weekly 3 hours of English. The classroom had 35 students in total but in this case, the proposal was carried out with 5 students who were between 16 and 18 years old. The students were identified by pseudonyms to protect their security and privacy and a letter of permission was signed by parents to obtain their permission.

Instruments to collect data

The purpose of this research was to encourage the use of authentic news material to improve listening comprehension in the institution with the participation of tenth grade students. To achieve this objective, the researcher collected a series of data for later analysis and for these three instruments were implemented: participant observations, a semi-structured interview, news as authentic material through journals, workshops.

Participant observations

The importance of observation during the development of this research was fundamental to the collection of information and to know the behavior of students in order to have a better idea of how they were. According to Kamulich (2005) participant observation, for many years, has been a hallmark of both anthropological and sociological studies. In recent years, the field of education has seen an increase in the number of qualitative studies that include participant observation as a way to collect information. Qualitative methods of data collection, such as interviewing, observation, and document analysis, have been included under the umbrella term of "ethnographic methods" in recent years.

Journals

During the workshops held in class, a process of reflection and observation was carried out for the implementation of the proposal. It took into account the student's attitude, the process that was done during the sequence and the reactions by them in each of the implementations. For this the realization of journals was fundamental because through them all the information mentioned above was obtained. (Appendix 1)

Semi-structure interviews

Semi-structured interviews were prepared before the interview was scheduled so it helped the researcher to prepare and analyze them accordingly. In addition, they offered a high degree of flexibility to achieve interpretations consistent with the purposes of the study being carried out. Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Mathers, Fox, and Hunn, 2002, p.2). In this case, a

semi-structured interview was to identify the students' attitude about using news as authentic material and how this helped or affected their listening understanding. They were allowed to express their own recommendations for the effective use of this material.

(Appendix 2) – (Appendix 3)

It should be noted that to carry out this project responsibly, since we were working with students under the age of 18, we mainly read a permit to the students and following this we asked the parents for authorization and informed consent to work with the students and to be able to take evidence for this provide security for participants in this project. (Appendix 4)

Workshops

According to Ørngreen and Levinsen (2017) today, workshop means an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate in relation to a domain-specific issue. During this research the researcher presented to the students what was news using authentic materials. In the same way the students had to hold workshops to demonstrate how much they had understood about the news shown in class and to know if they were having a good listening understanding. (Appendix 5)

Chronogram of activities

WEEK	ACTIVITY
3	❖ Presentation of the project.

4	<ul style="list-style-type: none"> ❖ Submission process of parents' informed consent form. ❖ Planning of the first didactic sequence.
1	<ul style="list-style-type: none"> ❖ Implementation of the first didactic sequence. <i>(Parents hope "frozen" child will live again. BBC-News)</i> ❖ Collection of the 10 Listening Comprehension worksheet of the students ❖ Journal #1
2	<ul style="list-style-type: none"> ❖ <u>ACADEMIC BREAK</u> ❖ Planning of the second didactic sequence
3	<ul style="list-style-type: none"> ❖ Implementation of the second didactic sequence <i>(Family travel world before children go blind – BBC News)</i> ❖ Collection of the 10 Listening Comprehension documents of the students ❖ Journal #2 ❖ Planning of the third didactic sequence
4	<ul style="list-style-type: none"> ❖ Implementation of the third didactic sequence. <i>(Hindu festival of Diwali celebrated by millions around globe - BBC News / Woman 'saves for 30 years' to see Titanic shipwreck - BBC News)</i> ❖ Collection of the 10 Listening Comprehension documents of the students ❖ Journal #3
1	<ul style="list-style-type: none"> ❖ Semi-structured Interview
2	<ul style="list-style-type: none"> ❖ Closure of the project.

Table 6 Chronogram Activities

	September				October				November			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
2			✕									
3				✕								
1					✕							
2						N/A						
3							✕					
4								✕				
1												
2												

Table 7 Chronogram dates

Type of analysis

This research was carried out under a qualitative content analysis which according to Shava, S. Hleza, F.Tlou, S. Shonhiwa, E. Mathonsi (2021) this is a research technique for objective systematic and qualitative description of the manifest content of communication. In the same way the author stated that this is a search method for the subjective interpretation of the content of data through the systematic classification process of coding and identifying themes or patterns.

For this, a table of categories was made in which the objective was to identify the main categories of the research and therefore their subcategories with their respective theoretical description.

PROJECT BASE CATEGORIES			
<p>General objectives and specific objectives of the project:</p> <p><i>General Objective</i></p> <ul style="list-style-type: none"> To enhance listening comprehension of 10th graders at Bethlemitas Brighton using authentic material focusing on news. <p><i>Specific Objectives</i></p> <ul style="list-style-type: none"> To involve students in real situations to have a better contact with the language. To implement the use of authentic material as a new strategy for teaching English. To analyze the advantages of implementing the use of authentic material in English classes. 			
General Category	Subcategories	Theoretic Description	Other comments
Listening Comprehension	Memorization	Listening is an essential skill, present in most of the activities we carry out throughout our lives (Sabina, 2018, p.1) In the same way, Saraswaty (2018) stated that "listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes	According to Oanh and Hien (2006), memorization seems to be a valid learning strategy, provided that memorization is used appropriately to help students internalize what they have learned to apply in actual communication

		or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others”.	
	Pronunciation	Based on Mahmood (2021), pronunciation in a most inclusive sense, the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. It is the simplest model of the communication process in language—encoding, message, decoding—pronunciation is an activity, shaping the output of the encoding stage, and a state, the external appearance of the message and input to the decoding stage.	By the time they heard the news they began to grasp what was the correct pronunciation of certain words. This helped them to speak as they felt more confident to talk about what the news was.
	Participation	According to Simanjalam (2008), classroom participation requires students to interact in the classrooms to indicate that they are learning and paying attention. Hence this study defines students’ participation in English language	

		classroom as interacting with teacher or peers in form of answering and asking questions, making comments, and join in discussion by giving opinions and responds.	
Vocabulary	Synonyms	<p>According to Alqahtani (2015) vocabulary can be defined as the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. In the same order of ideas Ferreira (2007) stated that when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.</p>	<p>According to Kuswatun (2017) when talk about synonym, it is about the meaning of the words. Synonym is the other word that has the same meaning. That is why Webb (2007) stated that a synonym for a known word may be easier to learn in the later stages of vocabulary learning.</p>
	Confidence	<p>According to Suryadi (2018) students who have high self-confidence will see themselves worth, believe in their capability and dare to take risks in language acquisition. Self-confidence can be</p>	

		described as a character that someone possesses who see himself or herself valuable and has belief to be able to accomplish the tasks and has low fear or nervousness by daring to take a risk in doing anything including learning foreign language in particular.	
	Brainstorming	According to Khan (2013) brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or speaking activity. With the brainstorming, students could start playing with their knowledge and creativity. With those words they knew they could bring a complete idea.	
News as authentic material	Interest	Authentic instructional materials are such materials which may not have been specifically designed for classroom use, but	According to Asriati (2019), it is dealing which determines activities, liking, or object that are valued for someone and is a certain motivation that leads one's behavior, to

		for use in real-life situations. In addition to the use of authentic instructional materials, the teacher in communicative language teaching classroom must design tasks and activities that also reflect the actual use of language in real-life situations. (Danansooriya, 2022 p.3).	particular aims. The writer can conclude that interest is a feeling of wanting to know or learn about something where a positive attitude toward something has him /her really like and enjoy.
	Motivation	According to Westin (2019), motivation is a concept that often comes up as regards creating good and suitable learning environments for all students. In the same order of ideas Nguyen (2019), affirmed that learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process.	
	Real Situations	Burk (2016) assured that students can	

		<p>practice the language with plenty of opportunities to interact and communicate in the TL. In my teaching practices, I strive to place students in simulated real-life situations. In these situations, my students can focus on meaning by practicing real-life situations. These situations prepare my student for the real world.</p>	
	Imagination	<p>According to Dominey (2021) imagination is the key to unlocking deeper cognitive functioning and the inspirational opportunities of learners, yet many educational environments seem to struggle with the ability to fully incorporate imaginative play. When asking questions related with the topic of the news before the activity, it helped the students to open their minds and inquire into the topic that was going to be discussed.</p>	

Table 8 Project base categories

Findings

After having analyzed the information previously presented through a data collection process three categories emerged in the development and improvement of listening skills: a). Listening Comprehension b). Vocabulary c). News as authentic material. The categories that support the implementation of this project are accompanied by some subcategories that were used to guide the information collected from journals, and interviews.

The results obtained were presented from the implementation of the pedagogical project that aimed to improve listening comprehension in tenth grade students through news as authentic material in the educational institution Bethlemitas Brighton.

Listening Comprehension

When students are learning a new language, understanding, and comprehending play a very important role since it is necessary because they are basically people who will have to interact with other people and situations at different times and opportunities in their lives.

According to some authors, listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives (Sabina, 2018, p.1) In the same way, Saraswaty (2018) stated that “listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others”. Students had to use this ability to achieve a

socialization of the subject that was taking place in class and to know that they had understood so much.

Thanks to the sequences made by the teacher it can be said that from the first implementation the students had a good behavior regarding the news and their understanding was good. They did not understand some words, but they always had an idea of what it was about. *The students with the first time the audio was played were left with some questions, however they managed to understand what the news was about. It was possible to identify how the lack of vocabulary affects in this case. That was why the audio was played around four times so that they could get more and more ideas.* Journal 1. On the other hand, in the last implementation it was possible to see how with only the first time of playing the audio they captured the ideas much better. *The students said much longer and fuller sentences, and everything made sense with what the news was about. It can be said that there was a good progress and understanding of listening in students was improving.* Journal 3.

Regarding the listening comprehension obtained by the students in the class it can be said that the students improved their listening comprehension, although they found some difficulties since those who spoke did so very quickly or they did not know the vocabulary. Here there are some examples from the voices of the participants. *Yes, the work done with the short news in English helped a lot in the oral production in English since the text analyses are much faster than they would usually be and are also more dynamic. However, what was most difficult for me was the moments when they spoke too fast, and I had no knowledge of any vocabulary since I tried to relate it to words that I did know but did not fit with what the text expressed.* Participant 5. On the other hand, there is another example of another participant who shared her own experience with this category. *The perception I have about*

this work is that it was very different and dynamic that helped our listening in English. I think that listening was improved because listening, seeing vocabulary, translating, etc., helped us to have a better understanding. However, what made it difficult for me was that I did not know some words so that did not let me understand very well. I think what makes it difficult is the lack of vocabulary. Participant 3.

For this reason, it was important to consider four subcategories which are: memorization, pronunciation and participation.

Memorization

According to Oanh and Hien (2006), memorization seems to be a valid learning strategy, provided that memorization is used appropriately to help students internalize what they have learned to apply in actual communication. For example, some teachers argue that as non-native speakers (NNS), we learn English in a conscious and repetitive manner, that is, we have to remember rules, sentence structures, and vocabulary systematically in order to apply these in communication. Likewise, Pratiwi (2019), stated that Memorization Strategy is not just about memorizing the materials given to learners. It is of great importance that learners need to fully understand the content first and then output the sentences learned in the content naturally affect memorization them. Students managed to capture and memorize some of the details presented in the news thanks to the way in which it was developed. *The teacher started with the first video, and they had to take notes of everything they could understand. The video had subtitles that guided them. During this first sequence it can be said that the students could not memorize many things therefore the video was played several times. They were not prepared to hear a different tone of voice, a different voice speed and new vocabulary, however they managed to give key ideas of what the news was about.* Journal 1. Listening

activities were not very common for these students therefore something that favored them with this activity was the way in which they little by little memorized ideas at the time they were hearing the news. This was a very good point since his brain was adapting the language and they were understanding what was happening. On the other hand, in the last sequence, *the participants were much more attentive and only with the first time the video was placed they could say every detail that was heard in the video, even dates and places. A breakthrough could perhaps be seen because they already knew the methodology and knew to be very attentive.* Journal 3.

Pronunciation

Based on Mahmood (2021), pronunciation in a most inclusive sense, the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. It is the simplest model of the communication process in language—encoding, message, decoding—pronunciation is an activity, shaping the output of the encoding stage, and a state, the external appearance of the message and input to the decoding stage. That is why Widi (2016) affirmed that correct pronunciation makes it easy to understand what the speaker has said. Incorrect pronunciation will make misunderstanding between the speaker and the listener. What students said according to the news was explained by themselves, but the pronunciation of some words did not have a good result. *The teacher began with the socialization to know what the students had understood and on the other hand how they pronounced. For this they only had to use English. Therefore, the students had certain difficulties since they had no knowledge of some words, but this was not an impediment to share what they knew.* Journal 2. By the time they

heard the news they began to grasp what was the correct pronunciation of certain words. This helped them to speak as they felt more confident to talk about what the news was.

Participation

According to Simanjalam (2008), classroom participation requires students to interact in the classrooms to indicate that they are learning and paying attention. Hence this study defines students' participation in English language classroom as interacting with teacher or peers in form of answering and asking questions, making comments, and join in discussion by giving opinions and responds. It can be said that the students had a high participation since the news was of interest to them therefore, they wanted to speak, participate, and socialize the topic that was treated. *The teacher socialized with the students the news. She asked questions once the video stopped related with the topic and they participated in an active way. In this case, there were two different news and they had to create a very creative story including the topics seen in the news but either with different countries, different dreams, different reasons, etc. That was something that made students participated a lot.* Journal 3. On the other hand, one participant showed a good attitude for participating because he understood the topic of the news and felt confident when talking about it. *I didn't know I could understand so many things in English, maybe it was because I liked the topics of the news that were seen. Therefore, even if I could not express everything in English, I spoke and said what I had most understood about each news.* Interview 1, Participant 2.

Below is vocabulary as a category that is related to listening comprehension and is deeply rooted into it.

Vocabulary

According to Alqahtani (2015) vocabulary can be defined as the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. In the same order of ideas Ferreira (2007) stated that when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word. Although there were quite a few unfamiliar words for the participants, they were able to bring out the most important things in order to socialize with the group what the news was about. However, many of them retained some words, wrote them down and asked questions about their meaning. In this way this was clarifying the topic. That is why to improve this, two subcategories were applied which are synonyms and confidence.

Synonyms

According to Kuswatun (2017) when talk about synonym, it is about the meaning of the words. Synonym is the other word that has the same meaning. That is why Webb (2007) stated that a synonym for a known word may be easier to learn in the later stages of vocabulary learning. For the participants the fact of working with synonyms was of interest since somehow this helped to expand their vocabulary and to understand much better the topic that was being spoken. For them it was significant as it was a dynamic way to learn new words. *The teacher gave the students the transcript of the news in which they had to identify verbs, known and unknown words. They listened to the audio of the video and at the same time were following the reading. Then, with the help of the teacher and the dictionary of the participants, they had to start searching for the words for the same way to look for synonyms and thus obtain a better understanding.* Journal 1. A good way to strengthen the

vocabulary in this implementation was the use of synonyms. In this way the students did not feel so lost and began to make sense of what they were hearing and reading.

Confidence

According to Suryadi (2018) students who have high self-confidence will see themselves worth, believe in their capability and dare to take risks in language acquisition. Self-confidence can be described as a character that someone possesses who see himself or herself valuable and has belief to be able to accomplish the tasks and has low fear or nervousness by daring to take a risk in doing anything including learning foreign language in particular. Based on this, a relationship is formed between vocabulary and confidence as the student begins to lose fear and begins to speak no matter what mistakes may be made already begins to create a confidence in himself and somehow tries to provide his own ideas in his own words. *The students began with the correction of the questions proposed and with the socialization of the activities raised making sure students spoke just in English. They had some difficulties when speaking but they tried to say every single word as better as they could. It did not matter if the students did not know some things, in this second sequence they demonstrated they were really confident themselves and I could realize how this was so fundamental when learning a second language.* Journal 2.

Brainstorming

According to Khan (2013) brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or speaking activity. With the brainstorming, students could start playing with their knowledge and creativity. With those words they knew they could bring a complete idea. This is why this activity was satisfying as it helped them think in

English and no matter how few words, they knew they tried and were always participating. *The process of brainstorming went through some images shown to the students, so they had an idea related to the news. They began with the help of their dictionaries to search, which was quite proactive since thanks to this they managed to reach a main idea of the news. This was a good activity to collect ideas and get to the general topic. Students managed to do this short exercise even though they had not practiced it before.* Journal 2. The brainstorming helped them carry out their ideas both orally and in writing. This helped them not only to create an idea of what was going to be done but also to organize their texts and writings at the time of writing. *I found this brainstorming activity very interesting. It was an activity where we checked that we knew some vocabulary but at the same time helped us to organize our ideas regarding the subject that the teacher was going to propose.* Participant 3. On the other hand, Participant 4 encouraged the *brainstorming, which was an innovative and creative activity that allowed us to develop the monotony that existed in the class and was testing what we had understood through the images you showed us to see if they were related to that news.*

News as authentic material

Teaching with authentic materials prepare students to encounter real life language outside of the classroom. Authentic instructional materials are such materials which may not have been specifically designed for classroom use, but for use in real-life situations. In addition to the use of authentic instructional materials, the teacher in communicative language teaching classroom must design tasks and activities that also reflect the actual use of language in real-life situations. (Danansooriya, 2022 p.3). Based on the above, this category is a fundamental part of this project since all the implementations were developed based on this. With the news

shown the students had to develop their listening and thus be able to give an argument at the end of each of them. That is why it is important to highlight four subcategories which are: interest, motivation, real situations, and imagination.

Interest

According to Asriati (2019), it is dealing which determines activities, liking, or object that are valued for someone and is a certain motivation that leads one's behavior, to particular aims. The writer can conclude that interest is a feeling of wanting to know or learn about something where a positive attitude toward something has him /her really like and enjoy. The relationship between interest and learning is further fleshed out by the observation that new learning upon interest. Learning cannot occur unless the organism is interested in learning. The students showed a lot of interest when they started hearing what they were going to do, and this helped to make their participation more active. This happened from the first implementation until the last one. *I felt very interested especially because they were interesting news that were from another country, therefore that developed my interest, they were not boring topics so that helped me to be focused and to pay attention to what each of them was about. It was also news of many things and so we learned other cultures not only our listening but also how certain things work in other countries.* Interview 1. Participant 3. Likewise participant 5 stated; *the topics of the news proposed by the teacher aroused my interest since it was not something we were used to see in classes, it was a different methodology and we liked that. In addition, they were subjects of people who were fulfilling their dreams or were going difficult paths, then they also left us a teaching.* I realized that the news methodologies are attractive to them and that is why it would be good to use different materials and methods to keep getting their attention and love for the language.

Even though this was a new topic for them, they showed a lot of interest from the beginning. They always participated and even though they did not understand some things they always contributed ideas. In fact, at the end of the first session, they let me know that they would like these exercises more in their regular classes. Journal 1.

Motivation

According to Westin (2019), motivation is a concept that often comes up as regards creating good and suitable learning environments for all students. In the same order of ideas Nguyen (2019), affirmed that learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process. From the beginning of the sequence, the students were always willing to participate, and they did not feel bored by the topic that was taking place. All participants mentioned that motivation was fundamental in learning and these types of activities motivated them a lot as they were interesting topics. An example of one of the students' voices would be. *The fact of working the news in that way was quite good since it was different for me, it was an innovative way to work my listening therefore it was really interesting for me. I was always attentive because it really caught my attention, and it was not boring.* Participant 1. Another example of another of my participants stressing the importance of motivation during a class was. *For me this kind of exercises sincerely took us out of the monotony, the way in which the activity was presented, the structure, that, motivated the student in this case to us and became a pleasant class.* Participant 4. From the first moment I could see the motivation and interest they presented for this type of activities. *At first it seemed difficult because they hadn't worked before with it, and I used to see in their faces that they were a little lost, but with the passage of time they*

were showing that they were motivated with this type of activities in such a way that at the end of the implementations their attitude was completely different especially to what they got used. Journal 1, Journal 2, Journal 3.

Real situations

Burk (2016) assured that students can practice the language with plenty of opportunities to interact and communicate in the TL. In my teaching practices, I strive to place students in simulated real-life situations. In these situations, my students can focus on meaning by practicing real-life situations. These situations prepare my student for the real world. According to this, since the topics the teacher proposed were quite interesting for the students, getting in touch with native people was quite valuable to them as they got to know how they spoke, how they acted and, also could know a little of the culture that each country had. The participants agreed that thanks to the news implemented using authentic material they were able to understand both the native language and the cultures presented in other countries. *Yes, I learned a lot thanks to this material, it was something new for us since in this way it gave me an idea to see how in other places of the world news can occur and especially about foreign places. It was also good to see how the language was spoken in a real context, how they spoke so fast, and it was something different since they are not the audios that come in the books or the audios that we hear in the classroom.* Participant 5. However, they have some different views and word to describe this. *For me, this was something completely new but something we should see in class. Obviously, it's more difficult but they're real situations that will teach us more. Not only in the language but in other cultures.* Participant 2. The idea of implementing real contexts and situations was practically so that students could see how native speakers spoke and handled the language. *Due to*

certain factors such as the lack of vocabulary and the speed in which they spoke it was a difficulty for the students. However, during the development of the three implementations I realized that the motivation in them grew even though they did not understand a certain part. But the three stories implemented were interesting and this caught the attention of the students. Journal 1, Journal 3.

Imagination

According to Dominey (2021) imagination is the key to unlocking deeper cognitive functioning and the inspirational opportunities of learners, yet many educational environments seem to struggle with the ability to fully incorporate imaginative play. When asking questions related with the topic of the news before the activity, it helped the students to open their minds and inquire into the topic that was going to be discussed. This unconsciously helped them gradually to get into it and expand their imagination about what they were going to be working with. *The teacher gave the students an idea about what the news was about and then she asked the students some questions to deepen the topic. At this point the students began to fit their ideas a little bit and began to mention things that might be related to the news. Since the news was of interest, students began to use their imagination and contribute ideas to reach the main topic of the news. Journal 1. According to one of my participants, the imagination can be mentioned as a way to use the brain in a different way. Working with short news in English was very useful beyond improving some things, it helped us think differently, and to work in a different way our brain. I think it should be repeated and done more often. Participant 4.*

Conclusions

The main objective of this project was to improve listening comprehension through authentic material in this case the use of short news in English in tenth grade students of the educational institution Bethlemitas Brighton. In developing the first objective "to involve students in real situations to have better contact with the language" this aspect developed in a positive way as it was the fundamental part of this research, the implementation of news as authentic material managed to involve the students in real situations so that they were in better contact with the language and could realize how it was handled in native people. In this way the students could improve and test in a different way their listening since it was not material that they were accustomed to hearing so it was more interesting.

When we talk about a new teaching strategy, we mean something new for students and that with that strategy can achieve the proposed goal. Clearly it can be concluded that it was an innovative strategy, which motivated students to participate actively in the project as could be seen both in the classes and in the interview. The students had a different methodology therefore this was quite motivating for them especially when improving listening comprehension. This strategy was a good start for students to feel a love for the language. It is possible to say that students got a good impression of this strategy therefore it was possible to see a good understanding even though they might not understand some things, they did not give up and participation was very active.

When talking about the advantages of using this authentic material to promote listening understanding, it can be said that this allowed students to expand their minds and take them to other activities. In addition to being interesting topics for them this attracted more attention and was not a boring methodology, on the contrary there was always good participation, there

were good questions, there was a lot of interest about cultures in other countries and it went from the conventional educational context to a much more real context.

By way of conclusion, it is considerable to state that the use and implementation of authentic material through short news in English had a positive impact on the listening comprehension of students which was demonstrated through their improvement by answering comprehension questions and also at the time of describing explain with their own words that it was the news and the audio that contained each of them.

Recommendations

As a recommendation for future research in this same field, I consider that for greater motivation and participation of students, the teacher must take into account what kind of topics would be more important and attractive for the students in order to attract their attention and that all this contributes more to the moment of carrying out the activities. Also, another aspect that I consider important would be the realization of activities before starting with the main one in order to give an idea to the students and that they begin to investigate and imagine details about the topic.

CHAPTER III: Outreach Component

Motivation for learning English in primary at Bethlemitas Brighton School in Pamplona by using songs and videos as a teaching strategy.

Introduction

Nowadays, citizens have the opportunity to participate in cultural exchanges that allow them to have better conditions both personal and social and with the country. This is because participation in educational, cultural, and economic policies worldwide has motivated the National Government of Colombia promoting English learning in the educational sectors of the country.

The MEN (Ministry of National Education) launched in 2004 its bilingualism policy, which aims to train citizens capable of communicating in English with comparable international standards to insert the country within the processes of universal communication, in the global economy and cultural openness with the purpose of promoting English learning in Colombia and making Colombians more competitive citizens. This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieving this goal, a clear example of this is the creation of quality standards of English for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretaries of education, public and private universities, and language centers,

however the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

Taking into account the primary school, the National Government tends to expand the coverage of English learning among boys and girls, since in many cases, educational institutions do not have a teacher in English to direct and guide the learning. The results of the evaluations are therefore not encouraging at all.

The University of Pamplona in its character as a public institution that trains trainers, approached the reality faced by elementary schools today and in connection with the policy of national bilingualism and realized that many of the city's educational institutions do not have an English teacher to comply with the needs presented by students in the primary field.

In view of this problem, the main objective of this social proposal was to meet all the needs of children in primary schools in Pamplona for learning English, similarly assisting in language implementation with students.

Government policies identify the problem, however, their attention is not fulfilled with regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and the students' results are in accordance with the proposals of "Colombia, the most educated".

It was worth noting that the pre-service teacher implemented this proposal implementing songs, and videos as a strategy for teaching English to students.

Justification

Learning and managing a language today allows you to be more up to date and more in touch with the needs you see in the world. That's why teaching a language should start with children so that so, start implementing this process from the beginning and gradually have their bases so that when they arrive at the secondary school there are no gaps and allow them to continue with their higher education.

The purpose of this project was to raise awareness that the teaching of English in primary schools in Pamplona is fundamental and necessary to achieve the stipulated levels. Therefore, it was carried out as part of this component that the pre-service teacher who developed her last semester in foreign languages of the University of Pamplona contributed to this great process of teaching English in the primary field.

Thanks to this project, institutions and students who developed their practice benefit because on the one hand children could have direct access to the language and could get more involved in the language. On the other hand, students who were finishing their higher education process could begin to focus on the realities that these institutions had and contributed to their development and achieve an improvement in the needs that raised.

Objectives

General Objective

- Recognize and meet the training needs in English of the primary school population in Pamplona.
- Integrate the training of the foreign language program into the educational reality of teaching English in primary school.
- Use games and videos as a teaching strategy to motivate students in the English learning process

Specific Objectives

- Involve third graders with basic English knowledge and all topics that concern them.
- Motivate students through songs and games.
- Involve first-class students in all activities within the educational institution.

Methodology

Bearing in mind that the pre-service teacher worked with third-grade primary students at the Bethlehemitas Brighton Educational Institution, who normally had two hours of English per week, the pre-service teacher explained the relevant topics according to the academic curriculum. To do this, the active use of TVs was made in order to create a better entertaining environment for children. It was showed videos, slides, images, songs, etc, in order to reinforce the relevant explanations and further achieve the participation of students. In all classes, the subject was in depth by answering each question the children have and making the subject as clear as possible. Finally, an interactive game was made where all the children could participate, and they went little by little adapting the language. This was also done in order to review the subject seen since next week it was going to be conducting the evaluation of the subject.

The methodology to be carried out is in accordance with the proposal of Džanić (2016) who stated that “when using songs, it is of immense importance not to teach the target language structures but to let children learn and discover the language on their own” (p.43) This is why the steps that will be carried out according to this author to teach English through songs will be:

1. Set the context.
2. Use visual aids to introduce new vocabulary.
3. Play or sing the song to familiarize students with it.
4. Do further listening activity.
5. Practice pronunciation (intonation, rhythm and stress).

6. Encourage students to join in and do actions or mime.
7. Repeat the song several times.
8. Give students written text of the song.
9. The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc.
10. Invite students to compare the song with a similar one in their own language.
11. Sing the song with the whole class.

Implemented activities in primary school.

In primary school I was working with the third grades where I was implementing as a strategy the use of songs to learn English. In my case, I implemented this methodology three times since the time was short. For the implementation of this strategy, I looked at the topics that the children were seeing and looked for related songs to complete it and do both at the same time. Children enjoy this type of activity since they enjoy it as a game but at the same time they are learning and memorizing words, actions, verbs, etc. Every day at the beginning of the class depending on the topic in which we were, I played a song and very dynamically the children stood up, danced, sang, etc. Afterwards and depending on the song and the topic, I played a game with the children either online or on the board and from there my class began. In the (Appendix 6) you may find the planning of one the classes, in this case it was the verb to be the one that was explained on those days. And in (Appendix 7) you will find a worksheet of the topic previously explained with an activity done in a class.

Chronogram

	September				October				November			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
1		✕										
2				✕								
3					✕							
4						N/A						
5												
6												
7												

Table 9 Chronogram primary

ACTIVITY	
1	Daily Routine (<i>Wake Up! Daily Routines Song for Kids</i>)
2	Adverbs of Frequency (<i>How Often Do You Do the Laundry? For Kids</i>)
3	Verb To Be (<i>Am-Is-Are, English for kids</i>)
4	Time Expressions
5	Environment Vocabulary
6	Imperative to express warnings
7	Christmas Vocabulary

Table 10 Chronogram activities

Conclusions.

The main objective of this project was to recognize the needs of primary school children in English and to integrate the foreign language program into their education and learning. For this the use of songs and videos was a great learning strategy since during this process, my main goal was to focus the children on the foreign language, in this case English. For this I gradually approached them with things that motivated them and learned in a way that they love, the songs. During the classes there was always music, dance and singing so that the children could be in contact with the language as much as they could. On many occasions classes were missed for different reasons and it was why we could not move forward with the activities proposed by the school. As for involving children in the language depending on their knowledge and the topics seen I focus on the topics I taught they learned them perfectly. Beyond implementing the songs, I also focused a lot on all the topics that were pending. In this way in all the classes there was always a review, there was always participation and games that kids loved. It was also possible to see a motivation at the beginning of each class because they knew they would not see a topic on a regular basis, but through the songs and videos they were willing and attentive to learn a new topic in this way and this is how I developed this process.

CHAPTER IV: Intra-Institutional Activities Component

Introduction

As a pre-service teacher, it is not only to teach classes within the classroom with the students and impart all our knowledge. The practice at the Bethlehem Brighton Educational Institution requires getting involved in the different curricular activities planned within the institution in order to know, Learning and being able to implement in the future all those responsibilities that a teacher has and above all his commitment to work. The aim is to collaborate as much as possible in the different educational, religious, cultural, and linguistic activities planned by the above-mentioned institution.

The purpose of this component is to show all the activities and academic issues that the institution has prepared according to the academic calendar that it proposes. In this case, the educational institution Bethlehem Brighton does not have an annual calendar, but that this schedule is planned monthly.

Objectives

General Objective

- To participate actively in all activities proposed by the educational institution Bethlemitas Brighton.

Specific Objectives

- To collaborate with the events programmed by the institution, whether they are pedagogical, religious, cultural, and extracurricular.
- To attend each activity or meeting as required
- To engage as a pre-service teacher in all the activities proposed by the institution creating a sense of responsibility.

Methodology

The pre-service teacher should be available to attend all scheduled activities and be able to follow the program stipulated by the institution in order to be active and collaborative during the period of time that he/she was in the educational institution. The pre-service teacher had to develop some activities such as:

- Preparation and grade assessments
- Meetings
- Tutoring
- Parent meetings
- Activities such as flag's raising, the preparation of the "Talent Show" that takes place in October every year, Valentine's Day, masses, among others

Chronogram

Monday	Tuesday	Wednesday	Thursday	Friday
12-Academic Council				
			29-Hospital Training (Bullying-Sexting) -Valentine's day	

26- Committee of Coexistence	27- Ceremonial Flag Raising 7°		30-Jean Day	
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Table 11 Chronogram extra-curricular activities

Intra-institutional activities in which I participated.

During this process we had the opportunity to participate in some events such as flag raising, cultural events, meetings with parents, attendance at local events, events, and other activities.

Among these, I was in the presentation of the value of the month "Entrepreneurship" by primary students. This activity was carried out by second grade students. Some of the children disguised themselves from their parents' entrepreneurship and job and said how important this was to them. The aim was to make known to their colleagues that all jobs no matter what should be respected and valued. My experience with this activity was quite pleasant as the children are much more expressive and managed to convey the message that was wanted in the best way. During this activity I was aware of the discipline and what the children who were there needed.



Figure 9 Entrepreneurship primary

Another day, there was a preventive meeting to the parents of the students of 10th and 11th grade whom I had to attend in order to let them know how their children were doing in the subject. Let them know how we were handling the grades and basically leave it on pre-warning of what could happen. This was a bit of a difficult experience as many of the parents did not know about their children's grades and how they were going academically. However, it was good to learn and know how these types of situations are handled.

On the other hand, I also had the opportunity to participate in the Saint Valentine's Day. For this the 11th grade students invited me to participate with them which was quite nice for me. The aim of this activity was to share some time between teachers and students and in the same way distribute the gifts we had taken to demonstrate the true meaning of love and friendship. This day I was with them until the end of the day making sure everything was in order.

One cultural event that was held recently was the Talent Show. An event that takes place every year in the institution so, the pre-service teachers were always present, attending every afternoon to school and, helping students with their practice to get it right, making corrections and helping with pronunciation. In addition, both Monday that was primary, and Tuesday that was secondary I participated as presenter in the two events. This was a nice experience from which I learned too much since little by little we will be facing this type of activities. The fact of speaking to an audience, of being able to share with the students was quite good.



Figure 10 Talent show



Figure 11 Talent show/ Pre-service teacher participation

Another event I was present at was Halloween. That day Professor Genis Navarro could not attend so I was aware of her group, to make sure of the discipline and to share with them in the classroom. With this activity the students managed to get out of their monotony, to live a different day and enjoy with their friends.



Figure 12 Halloween



Figure 13 Halloween customs

Another event in which I had the opportunity to participate was in the science fair which takes place every year in the month of November and the students by means of stands were presenting their project either chemical, biology, Spanish language, etc. This day I mostly helped with the discipline and that all students were at their stand. It was quite interesting.



Figure 14 Science Fair 11th grade students



Figure 15 Science Fair 10th grade students

One of the last events in which he was present, was in the exchange of symbols where the students of eleventh grade give the flag, the shield, between others to the students of tenth. It was a very nice ceremony because basically the 11th graders said goodbye to the school.



Figure 16 Exchange of symbols



Figure 17 Marching band

And finally, the last event was the Christmas Advent Prayer as each group corresponded on a particular day. To the pre-service teachers we corresponded the last day therefore we organized it and we share with the teachers and students.



Figure 18 Christmas Advent Prayer

Events and activities that have led and/or organized.

No activities were or organized by the pre-service teacher.

Conclusions.

Bearing in mind that the main objective of this component was active participation in the extra-curricular activities of the institution, it can be said that the pre- service teacher took place and collaborated in all the activities that could be carried out, clearly with good participation learning from each of them and with a lot of motivation. In the same way she collaborated in each of the events held in the institution being a support for both students and teachers especially in those who had relationship with the subject of English as was the talent show. On the other hand, she also supported and actively participated in the meetings that were held in the institution, especially those related to parents when the supervising teacher gave me the endorsement. Finally, it can be said that the teacher in pre-service, was

responsible by getting involved in the activities mentioned above and thus taking the role of teacher.

Reflective approach to holistic practice.

After reading the five narratives it can be concluded that during the classes, the participation was not very good at the beginning but with the passage of time it was improving, especially in the group in which the proposal was implemented. It can also be said that there was no indiscipline in the classrooms in which I worked with; tenth and eleventh grade. On the other hand, something that was repeated a lot was the way in which the classes were developed, it was always the same methodology therefore it is something that completely discourages the students and many times no matter how much I wanted to do it in a different way there was no possibility. In addition, something that was also evident in all classes was the little knowledge that students had in the topics that they were seen. Even though this was a "review," the students had a lot of gaps and didn't understand. The pandemic was a factor that greatly influenced students' learning. It is worth noting that the nerves and expectations of starting teaching classes were very high as it was a number of students I had never worked with before. However, it changed and now I feel quite comfortable doing it. Also, my tone of voice started being a problem since it was pretty low therefore those in the back could not hear. But I feel more confident now, so it helps me to talk more properly and louder. Finally, one of the things that I would like to highlight is that in the moments that I had to work alone with the students the classes were much more bearable. They did not feel pressure, they felt more confident and somehow or other I came to give them confidence especially in the new topics that were being seen. There was more participation, they felt maybe not afraid to ask and literally I felt them much more comfortable.

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Appendix List

Appendix 1

Journals

JOURNAL #1

Journal /Field Note N°: 1		Date: October 5 th 2022	Hour: 1h
Objective of observation: To know if students are interested in this type of activities with authentic materials and how they respond to them.			
Name of High School: Bethlemitas Brighton Institution	Place: Classroom	Grade: 10 TH Grade	
Time of observation: 1h	Topic: Parents hope “frozen” child will live again. BBC-News	Participants: 35 students in total but 5 students were selected for the sample.	
Topics/categories or codes to observe: <ul style="list-style-type: none">• English as a second language.• The use of authentic material as a strategy when teaching• Listening comprehension.			
Reflection			
During this first implementation, and with the topics and categories that were taken into account, it can be concluded that students are willing and interested in new topics and especially real topics. Thanks to this I realized that they are actually very participative, that they are attracted by this type of activities and can give much more than what I was seeing in the development of the classes. However, something that may hinder them is the lack of vocabulary because in that regard they cannot express themselves both, written and orally.			
General category	Subcategories	Reflection	Other comments
Opening Questions	Imagination	By asking the questions before the activity, it helped the students to open their minds and inquire into the topic that was going to be discussed. This	

		unconsciously helped the students gradually get into it.	
	Speaking	Speech is something that gives the students fear or shame, therefore it was a good way to start the activity since gradually they were related to the subject and with the passage of the activity, they were developing this activity without any problem.	
News as authentic material	Interest	Being the first implementation, the students were quite interested to know how the class would be carried out as it was a new methodology for them. They showed a lot of interest when they heard what they were observing, and this helps to make their participation more active	I realized that the new methodologies are attractive to them and that is why it would be good to use different materials and methods to keep getting their attention and love for the language.
	Motivation	From the beginning of the sequence, they were always willing to participate, at no time they felt bored by the topic that was taking place. I thought this kind of activities would be a bit complicated for them but with their motivation to participate and	

		correct answers I managed to realize that it was a completely positive activity.	
Listening Comprehension	Retentive	Listening activities are not very common for these students therefore something that favored them with this activity was the way in which they could retain ideas at the time they were hearing the news. This is a very good point since his brain was adapting the language and they were understanding what was happening.	
	Speed of thought	Since this was a news by native people, the speed of speaking was much faster than they are used to hear. Therefore, this helped the students to be really attentive to every detail given by those who were speaking and to have an idea of what the news was in the real life.	
Vocabulary	Synonyms	A good way to strengthen the vocabulary in this implementation was the use of synonyms. In this way the students did not feel so lost and began to	

		make sense of what they were hearing and reading.	
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JOURNAL #2

Journal /Field Note N°: 2		Date: October 19 th 2022	Hour: 1h
Objective of observation: To implement other activities to know if students actively respond to the use of authentic material			
Name of High School: Bethlemitas Brighton Institution	Place: Classroom	Grade: 10 TH Grade	
Time of observation: 1h	Topic: Family travel world before children go blind – BBC News	Participants: 35 students in total but 5 students were selected for the sample.	
Topics/categories or codes to observe: <ul style="list-style-type: none"> English as a second language. The use of authentic material as a strategy when teaching Listening comprehension. 			
Reflection			
<p>In this second implementation, I wanted to use a few different tools as pictures and brainstorm to see if they were still interested and to see if they could understand it better. Indeed, I had a very positive response from them again. They were very participative and at the end of the sequence they let me know that this is the kind of methodologies they would like to have in their regular classes.</p>			
General category	Subcategories	Reflection	Other comments
Flashcards/Pictures	Knowledge	By showing the images to the students this helped them to start thinking about all those words they already knew and to give an idea what this news was about.	

	Assumption	They began to assume and bring quite logical ideas of what this news was about. Thanks to this activity this helped them to realize what was the new topic that I had taken them for that day.	
Brainstorm	Creativity	With the brainstorming, students could start playing with their knowledge and creativity. With those words they knew and from which they could get a complete idea. This is why this activity was satisfying as it helped them think in English and no matter how few words, they knew they tried and were always participating.	
	Organization of ideas	The brainstorming helped them carry out their ideas both orally and in writing. This helped them not only to create an idea of what was going to be done but also to organize their texts and writings at the time of writing	
Listening Comprehension	Pronunciation	By the time they heard the news they began to grasp what was the correct pronunciation of	

		certain words. This helped them to speak as they felt more confident to talk about what the news was.	
	Vocabulary	Although there were quite a few unfamiliar words for them, they were able to bring out the most important things in order to socialize with the group what the news was about. However, many of them retained some words, wrote them down and asked questions about their meaning. In this way this was clarifying the topic.	

JOURNAL #3

Journal /Field Note N°: 3		Date: October 26 th 2022	Hour: 1h
Objective of observation: To identify how students find the challenge of linking two news extracted from authentic material to write a creative story.			
Name of High School: Bethlemitas Brighton Institution	Place: Classroom	Grade: 10 TH Grade	
Time of observation: 1h	Topic: Hindu festival of Diwali celebrated by millions around globe - BBC News / Woman 'saves for 30 years' to see Titanic shipwreck - BBC News	Participants: 35 students in total but 5 students were selected for the sample.	

Topics/categories or codes to observe: <ul style="list-style-type: none"> English as a second language. The use of authentic material as a strategy when teaching Listening comprehension. 			
Reflection			
<p>For me, the result of this implementation showed me that the students are able to take on challenges and that even though in this case they had to listen and get a single idea from the two news stories in a written way they did it very well way.</p>			
General category	Subcategories	Reflection	Other comments
Opening Questions	Speaking	The questions at the beginning of the activity helped again to make students more willing to talk. They already knew how the dynamic was so the participation was greater. On this occasion they were not so ashamed and felt more confident.	
	Confidence	Being this the third implementation, they already knew that they should not be afraid to participate or even embarrassment. Therefore, I noticed them much confident of themselves and with more complete and coherent answers.	
News as authentic material	Real situations	Since the topics I proposed were quite interesting to them, getting in touch with native people was quite valuable to them as they got to know how they	

		<p> speak, how they act and also could know a little of the culture that each country had. </p>	
	Interest	<p> At the end of each news, they were always interested in learning more about it. This is a topic that attracts me a lot, since I lived that culture, therefore I could share with them many experiences and that helped them to clarify doubts and motivate them to become more interested in this type of activities. </p>	
Listening Comprehension	Imagination	<p> By listening to these two news, the students could understand what they were about, so they could make the creative story that was asked of them by linking the two news items and taking out only one text. </p>	

Appendix 2

Interview

The following interview was directed to the tenth-grade students of the Bethlemitas Brighton Educational Institution with the aim of identifying whether the use and use of authentic material was useful for them, in this case the news in English classes for the development of listening comprehension skill.

1. ¿Cuál es su percepción acerca del trabajo de escucha que se hizo a través de noticias cortas en las clases de inglés?
2. ¿Considera usted que el trabajo con noticas cortas en inglés ayudó a mejorar la comprensión oral en inglés?
3. ¿Qué piensa usted de las actividades que se hacían antes de escuchar la noticia? Por ejemplo, la lluvia de ideas.
4. ¿Considera que estas actividades le ayudaban a entender mejor la noticia? ¿Sí? ¿No? Explique
5. ¿Cuáles de las noticias trabajadas le gustó más? Menciónela y explique
6. ¿Qué cree que mejoró más, la escucha en inglés o el vocabulario?
7. ¿Qué fue lo que más se le dificultó al momento de escuchar la noticia? Mencione y explique
8. ¿Considera usted aprendió un poco de la cultura americana a través de la visualización de noticias cortas? ¿Sí? ¿No? Explique
9. ¿Considera que las noticias presentadas en clase fueron interesantes? ¿Si o no y por qué?

10. ¿Qué tipo de noticias le hubiese gustado ver?
11. ¿Según su experiencia, se sintió atraído por este tipo de ejercicios? ¿Cree que es útil?
12. ¿Estás noticias y ejercicios contribuyeron con su comprensión de escucha, de qué manera?
13. ¿Tiene alguna sugerencia con respecto a la implementación de noticias cortas en inglés como material auténtico?
14. ¿Qué calificación le daría a su experiencia con el uso de material auténtico en este caso las noticias?
15. ¿Desearía agregar algo más?

Appendix 3

Interview participant 5

Entrevistador: Hola, ¿cómo estás? Primero que todo me gustaría presentarme de nuevo, mi nombre es: Aylin Rojas, muchas gracias por acceder a responder a esta entrevista. ¿Estás cómodo/a?

P.5: Estoy bien, muchas gracias.

Entrevistador: Bueno para iniciar me gustaría recordarte que vamos a usar un pseudónimo para referirnos a ti, recordarte también que esta entrevista se va a llevar a cabo bajo los parámetros de la confidencialidad, no hay respuestas correctas o incorrectas todo se debe basar netamente en tu experiencia estas semanas a la implementación de noticias como material auténtico en inglés para mejorar la escucha. ¿Si tienes dudas sobre una pregunta no

dudes en hacerla, ok? Bueno si no hay preguntas en general respecto a la entrevista podemos empezar.

La primera pregunta es ¿Cuál es su percepción acerca del trabajo de escucha que se hizo a través de noticias cortas en las clases de inglés?

P.5: Gracias al trabajo realizado mediante las noticias cortas logré informarme un poco más sobre el mundo y las cosas que ocurren actualmente hoy en día.

Entrevistador: Okay, la segunda pregunta es ¿Considera usted que el trabajo con noticias cortas en inglés ayudó a mejorar la comprensión oral en inglés?

P.5: Si, el trabajo realizado con las noticias cortas ayudó mucho en la comprensión oral en inglés ya que así los análisis de textos son mucho más rápidos de lo que son usualmente. Sin embargo, lo que fue más difícil para mí fueron los momentos en que hablaron demasiado rápido, y no tenía conocimiento de ningún vocabulario, ya que traté de relacionarlo con palabras que sabía pero que no encajaban con lo que expresaba el texto.

Entrevistador: La tercera pregunta sería ¿Qué piensa usted de las actividades que se hacían antes de escuchar la noticia? Por ejemplo, la lluvia de ideas.

P.5: Estas actividades con noticias no es un poco menos amena a la actividad de lluvia de ideas ya que por ejemplo esta actividad sí era un poco más dinámica, pero pues la de las noticias también incluye mucha más participación en grupo.

Entrevistador: Respecto a la pregunta número cuatro ¿Considera que estas actividades le ayudaban a entender mejor la noticia? ¿Sí? ¿No? Explique

P.5: Sí, ya que así nos ayudaba a entender de una manera mucho más explícita y corta del texto resumiéndolo en ideas principales y así poco a poco ir entendiendo de que se iba a tratar

la noticia. Además esta técnica me sirvió porque organicé mis ideas y fue bueno ver imágenes porque eso le genera a uno una intriga de lo que se iba a tratar la noticia.

Entrevistador: La pregunta número cinco sería ¿Cuáles de las noticias trabajadas le gustó más? Mencionala y explique

P.5: Respecto a las noticias trabajadas la que más me gustó fue la de la familia que estaba viajando con los hijos que en algunos años iban a estar ciegos por la enfermedad que padecían ya que demostraba que debido a tener una discapacidad no es un motivo para no disfrutar de las maravillas que nos presenta este mundo. Además, me pareció muy chévere por parte de los padres que no importaba lo que fuera a pasar ellos siempre estarían entregándoles lo mejor de ellos.

Entrevistador: En cuanto a la pregunta número seis ¿Qué cree que mejoró más, la escucha en inglés o el vocabulario?

P.5: Para mí mejoró muchísimo más la escucha fue una actividad que de verdad nos hacía sentir como si estuviéramos con gente de allá, del extranjero y esto hizo que como que nuestro cerebro fuera asimilando mejor lo que estaban diciendo. También digo que mejoró la escucha porque a pesar de que no conocíamos algún vocabulario iba como organizando las ideas en mi cabeza y la comprensión no fue tan difícil.

Entrevistador: La pregunta número siete sería ¿Qué fue lo que más se le dificultó al momento de escuchar la noticia? Mencione y explique

P.5: Lo que más se me dificultó fue los momentos en los que hablaban demasiado rápido y tenía vocabulario que yo no conocía ya que por lo general yo trataba de relacionarlo con palabras que sí conocía, pero no concordaba con lo que trataba de expresar la noticia.

Entrevistador: La pregunta número ocho sería ¿Considera usted aprendió un poco de la cultura americana a través de la visualización de noticias cortas? ¿Sí? ¿No? Explique

P.5: Sí, aprendí mucho gracias a este material, fue algo nuevo para nosotros ya que de esta manera me dio una idea para ver cómo en otros lugares del mundo pueden ocurrir noticias y especialmente sobre lugares extranjeros. También fue bueno ver cómo se hablaba el idioma en un contexto real, cómo hablaban tan rápido, y fue algo diferente ya que no son los audios que vienen en los libros o los audios que escuchamos en el aula.

Entrevistador: Respecto a la pregunta número nueve ¿Considera que las noticias presentadas en clase fueron interesantes? ¿Si o no y por qué?

P.5: Sí, todas las noticias presentadas en clase fueron interesantes ya que muchas de estas hablaban sobre personas que estaban cumpliendo sus sueños o que habían tenido dificultades y caminos duros que recorrer para llegar hasta ellos. Considero que estas noticias de alguna forma nos dejaron una moraleja y una enseñanza.

Entrevistador: Okay, respecto a la pregunta diez ¿Qué tipo de noticias le hubiese gustado ver?

P.5: Me gustaron las noticias presentadas por la profesora, sin embargo, otro tipo de noticias que me hubiera gustado ver habrían sido alguna noticia que hubiera tenido que ver con festivales o cosas por el estilo, cosas que requiriera de cultura de otros lugares. Yo sé que hubo una de ese tipo, pero me hubiera gustado ver más así para conocer aún más de la cultura.

Entrevistador: La pregunta número once sería ¿Según su experiencia, se sintió atraído por este tipo de ejercicios? ¿Cree que es útil?

P.5: Sí me sentí atraído por el ámbito de practicar la escucha de esta manera, además los temas de las noticias propuestas por la profesora despertaron mi interés ya que no era algo que estábamos acostumbrados a ver en las clases, era una metodología diferente y nos gustó. Además, eran temas de personas que estaban cumpliendo sus sueños o iban por caminos difíciles, luego también nos dejaron una enseñanza como dije anteriormente. Y sí, es demasiado útil para la comprensión de escucha sobre todo con videos y audios en inglés.

Entrevistador: La siguiente pregunta sería el número doce ¿Estás noticias y ejercicios contribuyeron con su comprensión de escucha, de qué manera?

P.5: Sí, las noticias y los ejercicios contribuyeron en la comprensión de escucha ya que así de esta manera uno puede relacionar más rápido las palabras, más rápido lo que se está presentando en el video y sobre todo porque fue algo nuevo para nosotros entonces como que nos tenía ahí atentos a lo que estaba pasando y esta nos hacía estar pendientes para poder entender todo bien.

Entrevistador: La pregunta número trece es ¿Tiene alguna sugerencia con respecto a la implementación de noticias cortas en inglés como material auténtico?

P.5: No, no tengo sugerencias me parece que las noticias en inglés son un trabajo muy bien realizado, también interactivo y motivador para aprender. Además, fue divertido porque nos sacó un poco de la monotonía.

Entrevistador: Okay gracias, ahora ¿Qué calificación le daría a su experiencia con el uso de material auténtico en este caso las noticias?

P.5: Si tuviera que calificar de 1 a 10 el uso de material autentico como en este caso las noticias le daría un 9 ya que son muy interesantes y es una buena forma de mejorar nuestra

comprensión de escucha pero pues si es un poquito difícil lograr entender todo sin embargo creo que fue una buena forma de mantenernos enganchados y atentos fue bastante divertido.

Entrevistador: Vale, y ya para finalizar me gustaría saber si desea agregar algo más para ya terminar la entrevista.

P.5: Eh no, la verdad me gustó esta actividad y le quiero agradecer profe por proponer estas actividades y así ayudarnos pues en este caso con una mejor comprensión de escucha.

Entrevistador: ¡Okay, con mucho gusto! Muchas gracias por hacer parte de este proyecto y por participar en esta entrevista.

Appendix 4

Parent's permissions

CONSENTIMIENTO INFORMADO
Yo Glenn Elena Torres Suarez, mayor de edad, identificado(a) con cédula de ciudadanía número 60251433, en calidad de padre ☐ madre ☒ acudiente ☐ del estudiante Gysell Valentina Torres Torres del grado 40-2
AUTORIZO para que mi hijo(a) participe en dicho proyecto y suministre la información solicitada. También, afirmo haber sido informado sobre las condiciones de la participación de mi hijo(a) y comprendo en su totalidad la información suministrada teniendo en cuenta que, la participación de mi hijo(a) no tendrá consecuencias en sus actividades escolares, evaluaciones o calificaciones en la materia de inglés.
Glenn Elena Torres
Firma padre o madre de familia

CONSENTIMIENTO INFORMADO
Yo Glenn Hanydy Regallón Cárdenas, mayor de edad, identificado(a) con cédula de ciudadanía número 60256159, en calidad de padre ☐ madre ☒ acudiente ☐ del estudiante Santiago José Quiroz Muñoz del grado 40-2
AUTORIZO para que mi hijo(a) participe en dicho proyecto y suministre la información solicitada. También, afirmo haber sido informado sobre las condiciones de la participación de mi hijo(a) y comprendo en su totalidad la información suministrada teniendo en cuenta que, la participación de mi hijo(a) no tendrá consecuencias en sus actividades escolares, evaluaciones o calificaciones en la materia de inglés.
Glenn Hanydy Regallón Cárdenas
Firma padre o madre de familia