

LEARNING A FOREIGN LANGUAGE THROUGH REAL CONTEXT MATERIAL
IN A PRIVATE SCHOOL IN RIONEGRO.

Karen Vega Echavarría

ABSTRACT

This article has the purpose of generating the importance of the use of materials in learning a foreign language in which it reflects on the use of three materials: teaching material, authentic and adapted material; these were used in an English class with primary and secondary students led by a pre-service teacher who did the practicum I and II in a private school in the municipality of Rionegro. On the other hand, there are two main problems on which this article is based, first the use of guide books that are normally used in institutions, whether private or public, that contains a general and external vocabulary. Likewise, we can relate the above to the second problem, about the teacher's time in planning their classes; hence teachers do not generate a deep reflection and search about the material to be implemented in the class. Usually, teachers take refuge in the easy search found on the internet or guide books. From this study, the use of materials in an appropriate way taking into account that the context plays an important role in the learning process, promoting students to develop autonomy, obtaining power from their own learning, promoting meaningful experiences not only from their academic process but also from their social, cultural and geographical context.

Key Words

Contextualized Material, Teaching Material, Authentic Material, Adapted Material, Communication skills

RESUMEN

Este artículo tiene como propósito de generar la importancia del uso de materiales en el aprendizaje de una lengua extranjera en la cual realiza una reflexión acerca del uso de tres materiales: material para la enseñanza, material auténtico y adaptado; éstos utilizados en clase de inglés con estudiantes de primaria y secundaria dirigido por una practicante quién realizó la práctica I y II en un colegio privado del municipio de Rionegro. Por otro lado, hay dos problemas principales en la cual se basa este proyecto, primero el uso de libros guías que normalmente son utilizados en instituciones ya sea privado o público que contienen un vocabulario general y externo. Así mismo, podemos relacionar lo anterior con el segundo problema, acerca del tiempo del docente en la planeación de sus clases; por consecuencia el docente no genera una reflexión y búsqueda profunda acerca del material por implementar en la clase, de lo contrario se refugia en la búsqueda fácil encontrado por internet o de libros guías. De este estudio, el uso de manera apropiada teniendo en cuenta el contexto a trabajar cumplen un rol importante en el proceso de aprendizaje, promoviendo al estudiante a desarrollar autonomía, obtener poder de su propio aprendizaje, promoviendo experiencias significativas no solo de su proceso académico, sino también de su contexto social, cultural y geográfico.

Palabras Claves

Material Contextualizado, Material para la enseñanza, Material Auténtico y Habilidad Comunicativa

INTRODUCTION

The use of appropriate material and corresponding to the appropriate context tends to play an important role in the student's learning process. Most of the guide books that are used in schools tend to share a wide range of external vocabulary, therefore these materials have a focus on teaching but are not prepared for reflection and independence of knowledge as they are designed for general use. Likewise, the variety of material that exists and the definition of the material must be taken into account. Tomlinson (2011) says that materials are everything that is used to learn a language, such as the use of a textbook, a workbook, paragraphs, a cassette, posters, flash cards, among others.

The use of materials represents an opportunity for students to practice what they are learning, and for teachers to develop the ability to choose the appropriate material taking into account the context and topic to be worked on. The teaching material, the authentic and adapted material when they are mixed, they are usually a complement to each other, likewise they are essential, and useful in improving the four skills that are intended to be acquired when learning a foreign language, in this case, English language. On the other hand, bearing in mind the literature review about materials, it is possible to show the positive factors that materials contribute to students; activating social and cultural knowledge, enriching skills and motivation, generating active participation, and finally a better acquisition and practice of the English language.

This paper provides a thoughtful review of the use and design of materials for teaching and learning the English language and how this exercise impacts not

only the pedagogical process of the teacher but also the academic performance of the student.

In this project, four studies were taken into account that contributed to having a better comprehension of learning a foreign language through real context material. Likewise, these studies play an important role and contributed significantly to the purpose of this paper.

Ahmed (2017) shows us an overview of material design and the use of authentic material in the English teaching. This project is a qualitative research undertaken as secondary research, in other words, a documental research that collected fundamental information about authentic materials. Likewise, the data collection was done through review of books, articles, journals and relevant material that is considered important by the author in an English class. In the findings, the author affirms the importance of authentic and appropriate material used to learn a foreign language, since this exercise allows students to enrich and generate the students learning. According to this study, the use of authentic materials can offer great positive factors for teachers' pedagogical process and for the students' foreign language learning process. It is important to keep in mind that in many cases we find students who have difficulties in learning a language or have not had very good experiences in their learning process. Teaching a foreign language means going beyond learning or teaching grammatical structures, as this process is also a learning of a new culture, so it tends to be a real and necessary topic to contextualize.

Illés and Ackan, (2017) focused on providing a real context in a foreign language class and the importance of developing unplanned communication skills. This study was developed in Budapest (Hungary) and Istanbul (Turkey). It is a

project that has a long history studying teachers' perspectives on the use of language in their classes. The main participants of this project were pre-service teachers who, during the 2012-2013 period, carried out their practice as English teachers; 25 teachers from Turkey and 9 from Hungary. Likewise, data collection was obtained by class observations, planning and semi-structured interviews. In the findings, the author mentions that the use of language expressed fluently increasing metalinguistic awareness motivated students to have active participation and interest in developing communicative ability. Also, the use of language in a creative way activated the student's reality and allowed them to be more aware of their linguistic and metalinguistic resources. It is important to consider the role that communication plays in an English class and more when meaningful and contextual learning is being developed; according to what we can observe in the previous study, the different factors that influence the learning process of a student in a positive way, using the language in a natural and non-improvised way. Teaching and learning requires certain factors that impact and influence the lives of our students, this in order to make a good pedagogical process and quality education that relates to the real context.

Arinane, (2017) in her study focused on interactive activities to motivate students and increase their interest to learn a foreign language, in this case the English language. This research was based on a literature review of some .and activities on language that are useful in teaching-learning practices, in which it was performed during December in Indonesia. Due to their collection of some studies, the findings were that incorporating authentic material plays an important role in engaging the motivation in learners to acquire knowledge about the language and internalize how to apply skills and strategies in their own classroom.

In an English class, the teacher requires the use of materials, taking into account the topic to work and most importantly, the needs of their students. Within an English class, we can find many differences, both to the students in their way of learning and acquiring what they have learned, and the teacher in his way of seeing his reality and how to teach. Many teachers have focused on improving the teaching and learning of a foreign language by skills, which are strategies that can be taken into account for the teaching process of a teacher and that can be useful for working with students, and thus develop a very dynamic learning skills.

In the last study, Arias (2015) emphasized on describing the impact of developing students' linguistic competence through listening and reading short stories. This study was carried out at Universidad Santo Tomás in Tunja, a study performed within the framework of Collaborative Action Research, with 52-third-semester-students, but the data collection was taken from 16 students of two groups. Likewise, it was taken into account three techniques for data collection: First at all, Artifacts, that was used in order to capture the students' production in the development in the different workshops; the second one was the researcher's journal, use by the researcher to take note about the important events that happened during the observation. Finally, the survey in which it was applied to students at the end of the study, with the purpose to have knowledge about their feelings and perceptions of the students. This study in its findings evidenced that listening to short stories engage the students in their language skills, showing a significant gain in vocabulary and expression, improving their oral comprehension, their language acquisition and practice, and also, this study fostered students' awareness of literature.

According to these four studies, it is possible to demonstrate the importance of the use of authentic materials in an English class, since it does not only generate specific changes, but it is a strategy and tool that allows to develop different and broad positive factors for the learning of a foreign language. These studies are important and were taken into account for the purpose of this work, since it allows us to recreate solutions and reflect on the use of materials for the teaching and learning process of a foreign language, but focused on a real context.

In a foreign language class, the use of authentic material for English language teaching plays an important role in the student's learning process and in general in the class, since the material allows for a more real contact to the context, that is, practicing real-life situations and having the opportunity to learn the language in an authentic and better accessible way. Likewise, it is important to consider that the use of materials is not only made for the teaching of the student, since it is a method or strategy that is effective for anyone who is learning a foreign language and for the teacher. It can be mentioned that the use of real materials in an English class, allows a connection with the student and their learning, taking into account the different factors that can influence their development. Although many teachers take this tool into account, many do not put it to good use or are not aware of what they are teaching and the context that their students are being shown. For this reason, it is important to mention two main problems that influence the learning of a foreign language to the student.

First of all, it can be evidenced that the teaching of English in most schools, private as well as public, teachers and students use guide texts within an English class. In Colombia for example the Ministry of Education offers Way to go from 6 to 8 grade and English, Please! From 9 to 11 grades (Ministerio de Educación

[MEN], 2020). Getting deeper into this type of material, it can be evidenced that during the teaching and learning process of an English class, the themes and vocabulary implemented in this material have been very general and its context is external, likewise in the role of teaching. The teaching of a foreign language in Colombia, for teachers is a great challenge, because this process requires certain discipline and a lot of practice, although the main objective as teachers of English, is that students learn, acquire the language and put English into practice, not only in the classroom but also outside and in daily life.

On the other hand, it is necessary to reflect on the time that teachers have in their work and the time they dedicate to plan the class, taking into account the number of hours per week and the number of students. Many times, for the time being, teachers turn to materials searched in the internet or by material used in the institution, in this case a guide book, which shows them the shortest way of what they should do in a class or activities, but if we look closely at its content, we can consider that the context provided in those materials is not closed the reality of the students, in which many of these contexts have no relation to the context of our country or to the context of the student.

It cannot deny the importance of students acquiring knowledge about an external context, however it must be considered necessary to implement the context of the learner in terms of learning a foreign language in order to generate good training. These two problems must be taken into account since the use of materials goes beyond turning a different and fun English class. When it makes reference to materials, it includes actions and activities that are important for students to carry out, that is, the need to move, touch, interact not only with the classmate and teacher, but also with the material and make their own use of it; this

helps to obtain significant learning due to a personal exercise is being developed. Therefore, it is also necessary to implement learning where students can be owner and leader of their learning adventure related to the language of their daily life.

CONCEPTUAL REFERENCES

The process of learning and teaching a foreign language is focused on developing the four skills: speaking, listening, writing and reading, which is the general objective for an English teacher. According to this, it is a great challenge for all teachers to teach a language based on these skills, which must be taken into account when looking for various strategies for teaching a foreign language in an entertaining way and that impacts the learning process of the students and also the pedagogical process of the teacher. On the other hand, the opportunity to learn a foreign language not only allows the student to get closer to the language, but also to the culture and that in part allows the appropriation of the culture and leads us to use it in real contexts and also set it in our context. Likewise, it allows the student to develop communication skills and social integration. It is important to consider the types of materials that exist and that can be used within an English class, this in order to understand the focus of this work and its development.

The definition of *materials* must first be taken into account; the teacher normally uses materials to implement a topic to work and it is a very useful tool that responds to the needs and develops student autonomy. According to Tomlinson (2011) materials are used to help language learners to learn through a textbook, a workbook, audio resources, a paragraph, among others; materials that are presented in the target language for teaching purposes. The materials in part are usually a support for the teacher within his class, since it allows to assess the

knowledge of his/her students and analyze the progress of each one. With this in mind, there are three types of materials: general teaching materials, authentic materials and adapted materials.

The use of *teaching materials*, according to the traditional concept, is considered as instruments to access the target language, such as grammar, syntax, phonetics and culture, among others; in which it has the purpose to develop and present the input learning (Araya, 2007, p. 7). In general terms, teaching materials are considered as a technical description and activities that the teacher uses in class for the purpose of teaching (Brown, 1995, p. 139). According to these concepts, teaching materials promote traditional and grammatical learning, although it meets the needs of students, but does not promote experiential learning. Likewise, these types of materials are usually a great challenge for all teachers, but it is also a fundamental pedagogical practice, since the design process considering the context, promotes and reveals to be an instrument of reflection, both for the teacher, as for the students (Augusto-Navarro, 2015, p. 129).

We can understand this type of material as that tool used by teachers for the purpose of students learning a foreign language; therefore, the design of this requires several perspectives, since it is important to recognize the teaching process of the students, and thus the material designed to have a clear purpose and to recreate in the student the need to reflect on their daily activities, thus being a more responsible human being; therefore it offers advantages for the student in terms of motivation for learning a new language. Furthermore, Augusto-Navarro (2015, p. 129) supports this idea and mentions that the material design process reveals itself to be an instrument that enriches, promotes and generates recreating reflections.

On the other hand, *authentic materials* have a real language context, since it allows to expose a related material more to a real context and the materials are very accessible and easy to obtain. According to Quamaria and Prodi (2016) authentic materials are defined as types of materials written by English native speakers, which includes many cultural aspects, such as expressions, idioms, and jargon; as well as a common language for the natives in their context *as the material was not design for English teaching purposes but for newspapers, a research journal, a brochure, as Times Magazine, NatGeo, History Channel or any other purpose*. We can say that language tends to be natural, and has very good advantages for the student, since it promotes the student to contextualize himself in the real world and improve his/her skills; in other words, the authentic materials expose in a real and face-to-face way, the language and culture (Mishan, 2005-4). Nevertheless, It is important that English teachers and those in process reconsider the importance of using the corresponding material for their students; according to Pérez (2003) in her experience in the EST class, the university students regard the authentic materials as those that not only are presented in a textbook, but also in different sources as manuals, specialized journals, magazines, TV, among others; these materials seemed important for the academic or professional purposes.

According to the above, it is possible to show that the use of materials is in accordance with the approach that the teacher gives within the class and the activity to work with their students and their language level, however this type of material has a lot of connection with the third type of material.

Adapted material is a way to plan according to the context and learners needs since the teachers make certain changes, adapt, modify and produce material for their students. Materials adaptation according to Tomlinson (2011) Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners (p.14).

The use of adapted materials is related to authentic materials, but it is different by the modifications that the teacher makes in it. Also, these types of materials play an important role in the learning process of the student. Adapted materials allow to facilitate the learning of the students, internalizing their learning content in a natural way, using the sociocultural context and knowledge of the learners. In fact, it is possible to engage the students to have autonomous learning, in which it can be a good factor to increase motivation to improve their skills. It is important to consider this type of material in the pedagogical process of a teacher and also in the learning process for the students, because this type of adaptation of materials allows achieving objectives that define learning contexts, facilitating learning through the needs and context of the students present in the adapted material (Embrahimpourtaher and Hamidi, 2015, p 36).

Nevertheless, it is important to take into account the key point in these types of materials attracting the interest and previous knowledge of the students, since the tools are related to the real context, allowing to develop a skill in the student, which is communicative. This is a good advantage, since that is one of

the objectives of an English classroom and one of the skills that this reflection is going to work.

According to Lunenburg & Ornstein (1996) “Communication is the lifeblood of the school; it is a process that links the individual, the group, and the organization” (p. 176). Communication skills are a fundamental skill that must be developed in the process of learning a foreign language. Likewise, it is important to note that there are three communicative skills, whether verbal, oral or written. According to SKILLSYOU NEED that spoken or verbal communication includes a present interaction such as face-to-face, television or radio, among others. Nonverbal communication refers to body language, in how we act, even down to the way we dress, it shows a lot the way we communicate. And finally, there is written communication, which includes the use of social networks, such as letters, e-mails, books, magazines, and other media.

To conclude, the materials play an important role in an EFL classroom due to the different positive factors that contribute to the teaching-learning process. According to the previous concepts, this article will focus on adapted materials in a EFL classroom and the improvement of the students on communicative oral skill with the purpose to generate a conscious education, not only having the interest for the external culture, but also having knowledge about the culture of our country.

REFLECTION ON CLASSROOM MATERIAL

In face-to-face classes, the use of materials contributes to the improvement of the student's learning process and also to the pedagogical process of the teacher, since it allows to have control over the student's acquired knowledge. Likewise,

the materials not only enrich the student's learning but also promote curiosity, imagination and creativity, therefore allowing the learner to build a better interaction with their own learning and obtain a better acquisition of the language. On the other hand, as I mentioned before, there are three types of materials that I have tried to implement in my practice as an English teacher in a private school located in Rionegro, teaching children from primary and secondary grade. During this time, an attempt has been made to critically analyze the use of materials that I have used and that I have taken into account for the teaching-learning process.

Taking into account the follow-up of the cooperative teacher's curriculum, it has been possible to teach a wide variety of subjects and has been given the possibility of using different materials for teaching the English language. First, the teaching materials are intended to teach the concept efficiently, and it is managed through instruction. Normally, this type of material tends to be important when learning a foreign language, since it allows opening one more window to knowledge and developing a more complex capacity for language; however, when we talk about primary school children, the instruments must vary in order for students to acquire the language in a different way. The materials that I usually used were the flashcards, which included the vocabulary and its corresponding image, the use of the computer where I obtained information on the subjects, exercises taken from some pages of English books according to the corresponding grade and the use of the board, where it reflected the information and of fundamental use for the explanation of grammar. In the case of high school students, the use of teaching materials is usually implemented taking into account that the students have a more advanced level, so working on the grammar of the language becomes essential. One of the resources that I supported was the guide

book used by students and some exercises such as: “filling the gaps” or “choose the correct answer” that I found on the internet that were focused on the structure and rules of language. This material for many students was a little difficult to practice since the grammar subjects are usually a bit heavy and at the same time, it requires memorization and concentration to understand and can carry out the corresponding tasks and activities well. However, this material was too useful for both, me and the students, I cannot deny that these teaching strategy tools work in which helped me to improve my knowledge such as the correct language structure and answer in a correct and simple way the mistakes and doubts of my students. Likewise, this material was an opportunity for the students to practice and improve their weaknesses and skills when learning the English language.

The authentic materials have a relation with the socio-cultural language, which allows students to see the English language in a different and more real way, in other words, see the language as an opportunity to know a different culture; as well as helping to increase the motivation and interest of the child. Having the opportunity to implement this type of materials in my classes, a change in the environment can be evidenced since the children begin to expand their knowledge towards another culture related to the target language; for example, the use of videos and songs, in which the videos were used to explain the topics, or for example show a story in order to evaluate the listening comprehension of my students, likewise the songs were used to introduce the classes (warm-up). These helped the children to be more attentive and participatory during class and thus change a little the traditional methodology; as I mentioned before the use of songs for warm-up, which was an important part for each class, this in order to make the class more dynamic at the beginning. Authentic materials tend to have many

advantages in teaching a foreign language, offering trustworthy and more contextual learning in real life; and equally, we cannot leave aside the role of teachers in this choice of materials, since teachers acquire the ability to select and apply this type of material since it allows to give more authenticity to the resource to use and work in class. This exercise was a bit difficult for me because it was necessary to take into account the level of my students, their context and their learning rhythm. Actually, it was necessary to consider many details of the previous classes and the students, in order to be able to do a good job, especially in the improvement of skills such as speaking, listening, reading and writing. It is also necessary to take into account the appropriate material as mentioned before, because it can be a disadvantage for many students, and it may be difficult for them to understand the explanation of the subject to be worked, since working the four abilities requires a good and large process, also taking into account that it should be noted the gap that exist within the class, for this reason, the materials must contain a balanced content taking into account their context for all students are not affected and do not be discouraged with the class. For example, in some cases, there were students who did not understand what the video explained, so I had to give feedback after using these materials in order to evaluate the knowledge of the students and what they obtained from the video or song. Also, I was trying to find content in which there were images and common words easy to identify, so students did not feel lost, at a certain point it was a disadvantage, but at the same time an advantage to identify the weaknesses of my students, and improve listening skills. Actually, listening skills were one of the great weaknesses that I found in the different grades, for this reason the authentic materials turned out to be a main and important objective to work in each group; It was a big challenge

but I was trying to find opportunities to work on this skill. For example, the third case with filling in the blanks of a song activity, due to my observation, was a difficult challenge for both the students and me, since many students had troubles catching the corresponding words. The materials used in various classes as previously mentioned had a connection with the topic to be worked on. Some of the most used videos were content about conversations explaining a topic, reflections, or showed some pictures to practice vocabulary, likewise, the use of songs had the same function that promoted the use of repetition of words in which it was very useful for primary children. On the other hand, there were songs that I used to start the class (warm up) with the purpose to perform a little introduction about the class, practice and improve listening, and speaking skills and finally they can acquire the language in a dynamic and practical way.

Finally, the adapted materials which have been one of the most interesting and difficult for me to implement in my pedagogical process. These materials allow students to internalize more the target language, developing a more practical and autonomous knowledge which helps greatly in reducing the competition of the students at their academic level and also to build reflective learning, which turns out to be a great advantage. Some topics, I have related to a real context, in which children can identify their tastes and develop their own learning, for example, the topic of countable and uncountable elements related to food; this topic can sometimes be confusing for many students, but if we focus on each student's favorite food, in which each one must describe whether each ingredient is countable or not; another example could be the physical appearance starting by: How am I? it is a topic that gives many opportunities for the teacher to know their students and for students to know themselves too, sharing different perspectives,

helping to make a good sharing of knowledge, in addition to being interested in sharing their physical appearances, students will be excited to learn vocabulary, expressions, and much more, where the topic can be extended.

The adapted materials, in addition to being a bit complicated exercise, also requires a lot of attention and time, since the purpose is to reflect content that is related and more attached to the student's context and previous knowledge. It can relate this exercise to a classroom which we can see as a live broadcast, where we find and witness different situations, which helps the teacher to recreate strategies for better learning-teaching and likewise requires dedication and time. On the other hand, something important has to be taken into account when teaching a subject and the use of these materials, in my practicum I not only focused the materials on the practical part, but also during teaching how to give examples according to the work topic that is related to my context and the context of the students.

It is interesting the reflection of the emotions of the students in the use of materials used in my practicum, because that helped me to be more conscious of my process and in the learning of my students in both positive and negative ways and to recreate new learning things from what was lived in each class. Some were happy and others were bored by the material, but it must be borne in mind that these types of situations require time and adaptation, that is, as a teacher, to adapt myself and the material to my students. Normally, one of the most successful materials was authentic materials, because it was more attractive to them and also, I tried to integrate the other two types of materials, so that it was a more comprehensive learning and teaching, and to have control of the discipline, their rhythm and their learning process.

The teachers' role is a difficult but exciting task, at the same time because it will always have continuing goals or challenges in which some of them will take weeks, other months and, even years, in conclusion, it is a daily task that builds great experiences and learnings. Regarding my experience as an English teacher in primary and secondary school children, it has been exciting and reflective, because when dealing with young children, the task of teaching a foreign language with the purpose that students can get good learning input, this turns out to be an adventure of great creativity and a continuous search for strategies. However, it is important to mention the usefulness not only of using the material in class, but also mixing these three materials, it turns out to be a functional tool in learning a foreign language. Exploring new things, especially for young children, turns out to be too exciting an exercise for students, and implementing three kinds of materials in one, taking into account the context at work, practical learning can be achieved. In addition, the use of materials cannot be seen as a good exercise or a routine that must be implemented in each class, but also, as a tool that is part of knowledge and know-how and how these tools promote good learning-teaching development.

The materials illustrate the reality of what is lived and what is experienced and is represented through the use of resources that allow achieving its objective. The materials play an important role in the teaching and learning process, however, these processes are evidenced according to the effectiveness of the resources that teachers designs and implements in their classes, thus allowing a learning impact on the process teacher's pedagogical and develop better learning skills and the acquisition of what is being learned.

CONCLUSIONS

In the educational field, the search for the improvement of teaching and learning process tends to be a main and important objective, and even the adaptations and tools that have been used, in this case the use of materials has allowed a better process in the study of a foreign language. During the teacher training, the use of materials has helped students develop autonomous learning by assuming the various materials, and also teachers fulfill their role as facilitators and transmitters of knowledge.

The involvement of the three materials mentioned before play an important role in learning a language, since these three materials complement each other, due to their good functionality and the objective that each one has in practice. It is also important to consider that the use of materials goes according to the social, cultural and geographical context in which the teacher is surrounded, since it allows obtaining an elaboration of concrete and useful resources that help to provide meaningful experiences for both the teacher and the student.

I want to highlight the value and meaning that materials give in a class, since according to the above, the materials provide many positive aspects that strengthen and favor the student's academic process and the pedagogical practice of the teacher, but also there are not negative factors but challenges that feed teachers to improve more and generate reflection about their teaching process. For this reason, it is important to consider revitalizing and recreating materials that provide certain characteristics and particular needs of students that lead not only to theoretical learning, but also thoughtful and practical language.

Likewise, the use of materials allows the student not only to memorize a wide range of vocabulary, but also stimulates a continuous relationship with resources through interaction and being able to implement the three materials during the practicum, it was possible to show good results by the students obtaining a constant and productive growth towards creative, critical thinking and improvement of problem solving without losing focus on what is being learned. The fact of designing a class materials allows the students to establish a learning route with clear and purposeful results and the teacher to nurture and contextualized strategies, teaching tools and didactic resources within the pedagogical process that supports the promotion and enriches the work of the student and the teacher.

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