

How Teaching Material Fosters Students' Motivation in a third grade English Classroom

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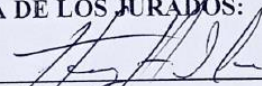
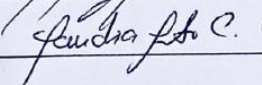
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### **Abstract**

The material in the classroom is an essential complement for teachers. But are we really conscious of that? The monograph that we present below has a case study and qualitative approach that focuses on the material used inside the classroom and its relation to motivation. We as researchers have decided to study this important aspect for learners since from our practice settings we have evidenced that some of the teachers have a lack of material and activities of a primary public school. As a consequence, students show a low level of motivation at the moment of developing their activities, or the material that the teachers create which simultaneously is affecting their comprehension. The purpose of this study is to understand to what extent the teacher's material influences students' motivation from a third grade population between 8-9 years old and the English teacher's beliefs regarding standardized material and authentic material use in class. To achieve this objective, we decided to carry out a case study and a qualitative research using a student's survey, field notes and interviews with students and the teacher. Eventually, through the data analysis, we found that dynamism in English class is useful to improve the motivation in primary students. Equally important, realia and authentic material demonstrated to generate a higher participation in students. Besides, this material achieves a better understanding by the students which improves their learning process. Likewise, it was identified that authentic material positively influences both intrinsic and extrinsic motivation in primary students. Overall, with this process we conclude that material is a paramount tool to pay attention to, since it intervenes in the learning process of each student and makes it not a forced process but an acquisitive process.

***Key words:*** EFL students, children's motivation, material development, intrinsic motivation, extrinsic motivation.

### **Resumen**

El material en el aula es un complemento esencial para los profesores. ¿Pero somos realmente conscientes de ello? El trabajo presentado a continuación tiene un estudio de caso y un enfoque cualitativo que se centra en el material utilizado dentro del aula y su relación con la motivación. Nosotros, como investigadores, hemos decidido estudiar este aspecto tan importante para los alumnos ya que desde nuestra práctica se ha evidenciado la falta de material y actividades por parte de algunos de los profesores de una escuela primaria pública. Como consecuencia, los alumnos muestran un bajo nivel de motivación al momento de desarrollar sus actividades, o el material creado por el profesor lo que simultáneamente está afectando su comprensión. Para estudiar este fenómeno presentado anteriormente, el método de estudio de caso y el enfoque cualitativo nos ayudaron a comprender hasta qué punto el material del profesor influye en la motivación de los alumnos de una población de tercer grado entre 8-9 años y las creencias que tiene profesor de inglés respecto al material estandarizado y el material auténtico. Además, los instrumentos que nos permitieron obtener información relevante para este fenómeno fueron una encuesta a los alumnos, notas de campo y entrevistas a los alumnos y al profesor. Finalmente, a través del análisis de los datos encontramos que el dinamismo en la clase de inglés es útil para mejorar la motivación en los alumnos de primaria. De igual forma, el material realista y auténtico demostró generar una mayor participación en los alumnos. Además, este material logra una mejor comprensión por parte de los alumnos lo que mejora su proceso de aprendizaje. Asimismo, se identificó que el material auténtico influye positivamente en la motivación intrínseca y extrínseca de los alumnos de primaria. En general, con este proceso se concluye que el material es una herramienta primordial a la que hay que prestar atención ya que interviene en

el proceso de aprendizaje de cada alumno y hace que no sea un proceso forzado sino un proceso adquisitivo.

***Palabras claves:*** motivación, desarrollo de material, aprendizaje EFL (Inglés como lengua extranjera), motivación intrínseca, motivación extrínseca.

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### **Introduction**

In the majority of English EFL classrooms, teachers must implement teaching material as an elemental requirement for the development of their courses. Due to the fact that students are having contact with a language they are not familiar with in their real context, students need valuable input that allows them to get enough resources to have an active practice in their classes. Together with this, teaching material also represents a crucial factor to control the students' motivation for good or bad. In the same manner, motivation inside the classroom has the power to switch essential items such as behavior, academic performance, language proficiency, among others.

Therefore, in our country, it is common to use either standardized material as textbooks or workshops or authentic material for English classes in school classrooms. First of all, in regard to standardized material, it can be apparently complete and can provide to the institution and teachers a guideline to follow during the academic process. Besides, with these resources teachers can find activities and exercises predisposed to apply in the classroom. Thanks to these facilities most of either public or private schools have implemented this instead of promoting the use of authentic materials which can be more efficient, but they mean to have a more rigorous way of researching and application.

In that regard, we decided to develop a case of study at a public school in Bogotá located in the locality Engativá which has social stratification two. Besides, the population chosen were third grade students who had a true beginners level. The name of this school will be anonymous during the research in order to protect confidentiality. This case study is focused on discovering

in a qualitative way how it may affect the material used by the teacher in the classroom on the motivation of third-grade primary students.

The idea of developing this research began when carrying out a practicum observation in a private school in Bogotá. The researchers noticed that one of the English teachers from primary school used to implement certain kinds of teaching materials that had a significant influence on students' disposition and mood during his lesson. These observations gave us tools to identify that materials have quite importance and relevance in other contexts related to education; hence, the research was developed in another similar context as a starting point for this study.

Throughout this case of study, lectors will find different stages that will help them to obtain a better understanding of this research. In the first place, it is described the main problem which inspired the researcher to focus on this topic. Secondly, the audience is going to find the research question and objectives under which this research was conducted. As well as a background framework with diverse studies developed in the past in regards to our main topic; and a theoretical framework with an overview of the different keywords discussed in this research. Consequently, a description of the design, methods, and instruments to carry out our research. Eventually, this research is concluded with findings, analysis, and conclusions obtained all along the research process.

### **1. Contextualization**

Nowadays, we are constantly committed to providing a quality education thinking about the student's needs as well as their progress. Therefore, an important part of this project is focused on showing the use of the material as a relevant factor in learning. For that reason, it is of vital importance to understand that motivation must be the path that leads students to spend their time in a specific activity that is not only made for the moment but also to continue that process continuously (Espinar & Ortega, 2015).

The current project took place in a public school in Bogotá located in the locality of Engativá with a social stratification two. The students were in third grade of primary school with a true beginners level. According to the above, primary education is a fundamental part of the educational process of any citizen and in Colombia it is not the exception since it is sought that through this education the student can obtain the first bases and foundations for their life and social performance. Accordingly, the basis of a student starts from the experience received by the teacher whose main job is to provide teaching methods that demonstrate their professionalism, pedagogical, social, communicative and investigative skills showing the ability and development of the teacher (Montes, 2017).

Therefore, the main objective of this project is to show the influence that material has on the motivation of students. Due to the research process carried out through the development of this study, it could be confirmed and demonstrated the importance of providing the student with material according to their needs and age. It can't be taken that all students learn in the same way or that they come from the same context and can therefore work identically. As teachers, we have to assume different roles inside the classroom and one of them is the role of a researcher since

teachers have to inquire in order to know the best material that can be applied in the classroom to provide effective experiences and learning.

## **1.2 Analytical Academic Summary**

### **CIBELES**

According to GrupLac, the CIBELES research group was created with the collaboration of Fundacion Universitaria Juan N. Corpas and Bachelor in English as a Foreign Language in Bogota in 2014. This group has been created from the experience and trajectory of each of its members, through the development and leadership of research projects, training and social projection in the field of education as well as pedagogy at different levels of the National Education System. In addition to this, the CIBELES group is in the category A and has three lines of research which are *Comunidades y ambientes, Didácticas, saberes y disciplinas y gestion educativa* [Communities and Environments, Didactics, Knowledge and Disciplines, and Educational Management].

### **Knowledge and Discipline Didactics**

The present research is attached to the following research line: *Didácticas, saberes y disciplinas* [Didactics, Knowledge and Disciplines]. This line of research aims to contribute to the training of teachers and other professionals in order to use their skills to address problems in social and educational contexts relevant to the current reality (Santacruz & Gomez,). This research is connected to this line because through our research we want to foster the use of authentic material in order to encourage the motivation of the students in their learning process of a foreign language as well as to show how useful the variety of material is for the student and the teacher.

## **2. Problem**

### **2.1. Description of the problem**

Motivation plays an important and fundamental role since it is closely linked to the disposition and interest that the students have in the learning process that allows them to acquire knowledge in the classroom. "We can define motivation as: A complex social psychological influence that sets to accelerate the will of a person towards a desire" (Procedia Computer science, 2018, p.190). Following this definition, motivation gives to the student the possibility of changing from a passive to an active agent in their own learning process, so in this way they have the chance to discover different tools, materials and resources with the objective of achieving the goal proposed. Because of that, it is essential for each teacher to include in their teaching methods a set of strategies that facilitate the development of different types of motivation in students since this would generate a higher level of attention, comprehension and meaningful learning.

Due to the role that motivation represents in the classroom, the importance of improving both extrinsic and intrinsic motivation for a better performance has been recognized as a useful strategy since a long time ago (Ucuoglu, 2018). We can say that the first agent in charge of generating that interest is the teacher since his function is to guide the students in their own process through strategies that can be adapted to the necessities and the different learning styles that students have.

For this reason, one of the teachers' tasks is to observe, design and implement strategies to improve the classroom management but in more detail the material created for EFL students. According to Aranie (2017):

Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. When authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself (p.116).

In other words, nowadays the most important goal to learn a new language is to communicate in the real context. It is useful that teachers can develop an assertive link between authentic material and students' motivation to adopt this completely to the necessities required inside the classroom. For instance, to express their ideas, feelings, and opinions using target language not just for a class task but in a real context.

## **2.2 Statement of the problem**

Besides, it has been evidenced in practicum settings such as the university and schools that the material and resources implemented for the development of activities in certain classes don't motivate students to develop their own activities. The problem described above has been noticed by a student teacher in the observations made in the practice field (a private school at Bogotá) due to the fact that the teacher doesn't have been evidenced to be interested in developing new material that could be applied to his students to improve their learning experience. An example of this is the fragment collected in a field journal "Students have English class every day and the teacher plans each class according to the student's book. The whole class goes around the activities and points that the book proposes" (Appendix 1). This fragment shows us the problem of lack of variety in the material and activities in the classroom and it's evidenced as well that the book is the main and only tool to plan the classes.

Following this narrative, we can notice the consequences that represent having just one single tool and plan for the class “students expressed to their classmates during some parts of the session that the class was boring and then they started to talk or do different things that weren't connected to the class” (Appendix 1). Nonetheless, the activities and dynamics are always tedious and that makes students get bored, as in the next case “In this class the teacher asks students to complete a workshop from their English book “(Appendix 1). As an observation of this activity the researcher points out that “It is evident that a small part started to do it but in contrast a significant part of them just tried to copy the answers from their partners without motivation nor interest” (Appendix 1). On the other hand, when the teacher decides to change the kind of activities and tries to apply something different and more attractive the students change the behavior and disposition as in the next narration “In this class the teacher does a different activity *karaoke* and most of the students get excited. The whole class sings the songs and at the end they analyze the vocabulary. The class is attractive for the students and there is a good participation which means that students are motivated” (Appendix 1). With previous observations we could appreciate how students are strongly influenced by the material that the teacher provided during the lessons.

Therefore, “General organization of material – negative text and lectures are the same, no relationship between text and lectures, too much reliance on videos/speakers, too rigid, makes material hard to grasp” (Sakai & Kikuchi, 2008, p.58). In this quote, we can appreciate that organization of material plays a fundamental role in students' disposition and mood in the class.

Regarding this information, it is important to mention that what students really need to increase the motivation is the implementation of a variety of material that can allow

them to improve their knowledge but also their proficiency and communicative skills.

### **2.3 Justification**

Material involves important aspects for a person in the classroom because students can assimilate and acquire knowledge easily and at the same time, material can allow them to take an active role in the classroom. In our role as educators, we have to ensure that learners know the importance of their role, because in order to increase their motivation, what they really need is to feel that they are part of something that the teacher proposes.

Furthermore, it is necessary that at the moment of applying materials, a teacher considers students' motivation and engagement. "It is fundamentally important that student motivation receives strong consideration in the design and implementation of the tasks and activities that make up an EFL course" (Graham,2015, p.101). In this fragment, we can appreciate that at the moment of planning their classes, teachers must consider the importance of bringing material whose purpose is to increase motivation in the students' learning process. In the same way, to achieve success with material it's crucial to have a constant change to keep students' attention as well as providing new resources that can be significant for the process. That is why it is important for the teacher to permanently look for materials that challenge students to improve their progress but also to give them the opportunity to feel motivated through purposeful and rewarding experiences.

Besides, this material must be coherent with the content of the class. All of this, with the intention that the students receive the opportunity of practicing or applying the new knowledge in an easier and more interesting way that carries them to get motivation and want to learn on their own. It is relevant to create an environment and situations where the student can feel

sufficiently motivated and empowered to choose to be autonomous and feel efficient in their learning environment.

#### **2.4. Deficiency in the evidence**

In the educational field it is common to find studies, articles and different kinds of information related to the importance of motivation or how to improve motivation in class and the ways that foreign teachers implement motivation in their methods; "A student's motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any learning outcome" (Mitchell, 1992, as quoted in Kamaruddin, R et al. 2009, p.171). Similarly, we can find studies about classroom management and strategies to improve it. "The idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task" (Espinar y Ortega, 2015, p.126).

Nevertheless, it can be noted that the consequences in academic motivation due to the material are rarely taken into account. As a result, many teachers have been in charge of developing monotonous material because they are not aware of its impact and repercussions in the learning process. And moreover, it fails to promote the objective of exercising the communication skills that should be involved.

#### **2.5. Objectives**

##### ***2.5.1 General objective.***

- To find out the influence of the teacher's authentic material in the students' motivation in the classroom.

### *2.5.2 Specific objectives.*

- To identify the kind of material used by the teacher in the class.
- To analyze the mood and disposition of students when using standardized material and authentic material.
- To establish a contrast between the motivation of students when working with standardized material and authentic material.

## **3. Referential Framework**

### **3.1 Background Framework**

The application of materials and activities in the classroom is another fact why usually students are not motivated to learn. "The activities in the teaching/learning process: This factor is important because a great part of the learner's interest in the language will depend on the types of activities developed in class" (Espinar y Ortega, 2015, p. 128). Considering the above, it is necessary to analyze the role and use of materials implemented during the class in different researches in order to establish their influence on the students' motivation.

In this literature review we focused on two main elements of our research. Firstly, we talked about the importance of motivation in the classroom; secondly, we analyzed in a bigger way the relationship that materials and activities have with the students' motivation and how these materials have been designed to influence their learning process.

The first study is a theoretical model by Mega et al. (2014) that links three important aspects to the academic achievement of students, aspects such as emotions, self-regulated learning and motivation. The participants to test this model were 5,805 university students from all areas offered by the University of Padua, three questionnaires were used as a tool to collect

data and measure them. And according to this the results showed that self-regulated learning and motivation mediate the effects of emotions on academic achievement of many students. This study proves that emotions influence academic achievement in the same way motivation linked with self-regulated learning is considered as a strategy for the construction of an active role in the student. In addition, it shows how motivation can improve or affect the process of learning in the student.

In the second research, Tomlinson (2012) makes a report about origins and history of language learning and teaching material (things that can be used to facilitate language learning) as well as their adaptation, evaluation, and production. This study is totally focused on studying the literature on this field thus it is a brief but concise review of the writings about informative, instructional, experiential and exploratory material that have been developed according to students' needs throughout the history. This study wants to discover how important it is to work with material that meets the needs of the student and at the same time provides for the task of facilitating the learning of a language. Finally, this study concluded that the goal of material has always been to improve the learning process as it has been molded through the years following teachers' beliefs and students' necessities, for example nowadays the goal of learning a foreign language is to communicate that's the reason why more and more teachers are decided to use real material (realia).

Bouckaert, M (2015) presents an overview of a design course in materials for teachers in training in the Netherlands, in order to explore whether this type of course facilitates innovative design in terms of materials. It was developed through qualitative research with three main questions about whether the course facilitates the design of materials, what principles seem to be

most successful in doing that, and what obstacles teacher educators find in the design and development of this course with EFL students enrolled in the Bachelor of Education program at the University of Fontys as participants in this research. Besides, this program has aims and objectives to prepare the student to select goals and contents, create and redesign material taking into account the goals, reflect about his performance in context and evaluate and modify it. Findings in this project demonstrated that training considers material an innovative aspect of the class which has the possibility to be designed, applied and evaluated in different ways depending on the creativity and goals of the teacher. To conclude, it is important to mention that the principles raised in this study are appropriate for the development of material and also fulfill the mission of encouraging the students to learn about each one of the steps involved in the creation and application of educational material.

Eventually, Graham, S (2015) has an important study that was conducted to determine if the implementation of authentic material improves student motivation and also what type of authentic material causes better motivation levels and which ones are not useful. It was developed with a qualitative approach in 10 weeks with 15 students from 2 different classes one of these was working with contrived materials from a standard textbook and the other one with authentic materials. The data was collected with different instruments as diaries, recordings and interviews. In addition, this research found that authentic material improves the students' motivation better than contrived material. This study allows exploring new alternatives for the design of material and activities that can improve the motivation in the classes with the intention to leave the conventional activities and to prove the benefits that it has to experiment with a new

material that is able to attract the attention of the student and at the same time to support them in their process towards the learning.

In the same way, Ditta et al. (2020) have developed research where the main objective is to determine if a brief exposure to a topic before the class can increase the student's motivation in relation to this topic. To carry out this project they developed three experiments, the first one was with undergraduate students, the second with people from a public university and the third with people from a private university. The first group was used to determine if the effects will occur with people with different occupations, and the second and third group were used to contrast those environments. Besides, this research was developed to prove three conditions related with a low motivation topic and those are:

a) students' motivation to learn more about that topic, b) students' motivation to learn about an unrelated topic, and c) students' motivation to learn more broadly across a range of topics. As a result of this project, researchers found that exposing a topic in a brief way as a video improved the motivation in students before the class. As a final comment, this study helps us to find new and different motivation strategies to implement in a classroom in order to improve the motivation through other kinds of materials presented in different ways and orders.

The purpose of this research is to know how much the use of material influences the students' motivation as well as identify what type of material manages to influence in a good or bad way in their learning process with the objective of fulfilling the students' needs.

In brief, it is evident that there is a close relationship between motivation and material since in most of the cases the level of motivation depends on the type of material that is implemented by the teacher. As a consequence of this, through history the creation and

implementation of material and activities has been transformed according to the students' needs and for that reason today we can appreciate an improvement in the level and development of learning in students. However, teaching demands a permanent evolution and for that reason nowadays there are many different courses for trainer teachers that promote the use and exploration of new resources as authentic material that seeks to improve the motivation in the learning process.

To conclude, we can affirm that there are diverse researches focused on motivation who recognize material as an essential instrument for controlling students' motivation in general terms. In the same way we can find studies about material in which their aim is to improve different aspects from the learning process, including motivation. Nevertheless, it is needed to determine to what extent material affects student motivation in our country.

### **3.2 Theoretical Framework**

#### ***3.2.1 Materials development***

Materials development refers to all the processes that are used by practitioners who produce and/or use materials for language learning, including materials, evaluation, their adaptation, design, production, exploitation and research. Ideally, all these processes should be given consideration and should interact in the making of language- learning material.

Tomlinson (2012).

This fragment is useful in this research because we can have a clear definition about what material development means. We can say that material development includes all the different stages the material goes through to generate a significant language learning process. Here, we

can take into account not only design but also the production or adaptation according to the students' needs and also the evaluation of his effectiveness in the classroom.

Authentic materials are more appealing than contrived materials because they are meant to communicate a message rather than highlight the target language (Gilmore, 2007). Through the time there have been developed new types of materials that seek to improve the relation with motivation and students. One of the most common nowadays is authentic material because it has been evidenced by its effectiveness to bring students new knowledge and context and at the same time improve their interest to learn in the classroom.

To have a clear definition of what authentic material means it is necessary to know that the word authenticity refers to all kinds of objects or materials with which we have daily contact and for this reason we can use them to recreate real life situations in the classroom. In this way we can say that authentic material is not material designed for teaching but for everyday use (Belet & Güner, 2018) . This concept lets us understand that authentic material is quite focused on bringing the real-life situations inside the classroom as a way of teaching.

However, it is important to consider that at the moment of applying authentic material teachers need to be conscious about how to adapt material in the classroom in order to have a better approach to the class objectives.

“However, even when the classroom teacher selects the book, knows every student in the class well and is using materials designed specifically for the context they are in, she will still have to adapt the materials either consciously or subconsciously” (Islam & Mares, 2003, p.86).

Besides, these authors point up the importance of including and considering the adaptation for the well development of the classes and students.

As Islam & Mares (2003) notes:

Materials adaptation can span a range of procedures from adding carefully contextualized role plays with the objective of providing more opportunities to communicate to not finishing a pronunciation drill because of time constraints. Whether pre planned or spontaneous, material adaptation is an integral part of the success of any class (p.86).

In addition to that, it is also important to consider that when we develop the task of adapting material for our classes, we need to include strategies for evaluating the impact and the quality of them. Tomlinson, B (2013) comments that "Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them".

On the other hand, one of the most important factors to highlight is the material's evolution through the time and seasons. Trujillo et al. (2004) declares that "Not only is it important to consider materials as a central aspect of the profession but also as a decisive element in the relationship among the teacher, the learner and the language" (p.2). It is for this reason that we want to show some of the most relevant types of material for the education field.

Materials and resources have been divided into three sections: the old, the new and the newest. The first one includes the most traditional elements in a language classroom: the blackboard, the textbook, visual aids and hand-made materials. The second comprises the overhead projector, the audio player and the video camera and video player. Finally, the latter section deals with the information and communication technologies which represent the brand-new present and the future of our profession (Trujillo, 2004, p.2).

Continuing with new types of material, Bajrami & Ismaili (2016) found that “video materials nowadays are not only part of everyday life activities, but they are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom” (p.502). This is a strategy that comes to the educational field with the intention of generating new ways to guide the student process through the knowledge and motivation to learn new topics.

### ***3.2.2 Authentic Material***

To clarify the term of authentic material it is crucial to consider the following definition: The term ‘authentic,’ as it is relevant to educational psychology and instructional practices, appears in the literature with two distinct definitions and uses. In L2 instruction, though not restricted to it, ‘authentic’ is commonly used as a synonym for classroom realia — any material not specifically designed for instruction (e.g., newspapers, movies, song lyrics) (Cholewinski, 2009, p.300).

Through this definition we have the intention to show the important role of authentic material in the classroom. Taking as a reference the word “realia” which it’s focused on teaching from real life resources or elements.

Furthermore, Torregrosa & Sanchez (2011) comment that authentic material and realia “can increase students’ motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire” (p.90). In this quote we can assume that the fact of being able to learn English with real life elements is an opportunity to get engaged in one's learning process. Since this new language is being connected to the reality of the student and the things this person is familiar with.

Besides, authentic material gives students the possibility to improve their speaking skills. “Authentic materials provide students a natural language that helps them improve their communication skills. Through these materials, the natural use of the language is introduced to the students, and they are positively motivated about the language” ( Güner & Belet, 2018, p.353). Along with this, we can highlight that authentic materials allow students to receive real and everyday input. And this at the same time gives them the opportunity to take advantage of the daily language to put it into practice.

Additionally, to this, authentic material brings cultural benefits since: These materials also contain cultural traits based on the intended use and the context in which they are used. The fact that the material contains the actual uses of the language allows the related culture to be reflected directly in the language ( Güner & Belet, 2018, p.353).

In this way, learning a language is always an opportunity to explore our own culture as well as other cultures. For that reason, English and its study methodologies are relevant in the school and other contexts. Because it allows us to get constantly involved in a process which gives us huge benefits and opportunities in both, adult and academic life.

### ***3.2.3 Motivational Strategies***

The term motivational strategies refers to all teaching strategies aimed at encouraging students' learning. This term also refers to those strategies that motivate students by pressuring them (Hornstra, et al. 2015, p.364 ). This concept has the intention of showing us a brief definition of what motivation strategies are. Based on this, we can say that motivational strategies include all the tools that teachers create, adapt and put into practice in order to encourage students and guide them through the acquisition of new knowledge.

Sepora, T & Mahadi, T (2012) mention that there are two types of motivation. Firstly, "Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant". From this quote, we can take into account that intrinsic motivation refers to an internal force that encourages the student to develop a specific task and, additionally, allows him to enjoy this process. Secondly, Sephora & Mahadi (2012) affirm that "extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity"(p.232). In contrast with the first type, extrinsic motivation it's generated by external factors or agents surrounding the student and forces him to develop different tasks with the intention of receiving something in return.

Due to the necessity of finding new strategies that encourage students, Simons et al. (2004) propose two theories to achieve this goal "the future time perspective theory and goal theory, result in conflicting recommendations for enhancing students' motivation, because of their differential emphasis on the task at hand and on the future consequences of a task" (p. 343). In this way, both future time perspective theory and goal theory seek that students are conscious of the rewards before performing a task.

### ***3.2.4 Learning a Foreign Language***

Learning a foreign language could be considered as:

The processes of learning the native language and the foreign language are qualitatively different at the emotional level. While the first language is acquired more as an effective process of developing a belonging to the native culture in early childhood, the foreign language remains inevitably foreign, no matter how well we learn to master it (Kohonen, et al, 2001, p. 03).

According to this, we can make a contrast between the native language and foreign language in terms of emotional features. Since, both are learned in different context and situations that allow evidence a better understanding and accuracy of the mother tongue. Whereas, the learning of a foreign language tends to be a bit more complex. Besides, it reminds us that its learning process is more tough than the native language.

Nevertheless, it is well known that the learning of a foreign language must contain crucial aspects which make learning of a foreign language successful. In this regard, it has been mentioned that it is a challenge for educators to develop proper and objective learning processes since languages have the characteristic of being contextualized regarding a communicative purpose which includes an interaction between all participants and contain valuables as tolerance and respect for the diversity ( Kohonen, et al. 2014).

Due to this quote, we confirm that for learning a foreign language in an effective way it is necessary the use of authentic material. For instance, the real life elements such as newspapers, literature books or tv shows involve the students in a different context where they are exposed to the daily language which is spoken by natives. This, in turn, gives enough communicative tools for having a better performance and comprehension when they are interacting with foreign people.

### **3.3 Legal Framework**

English involves different important levels and purposes for its learning due to the fact it is considered a lingua franca. "At its simplest, ELF is a way of referring to communication in English between speakers who have different first languages" (Jenkins, 2008, p. 5). We can notice the influence of English in diverse contexts because of the ease of learning it. For that

reason, King (2018) affirms that "most observers now agree that English has effectively become that lingua franca and that its scale and influence is unprecedented in world history" (p.07).

As a result of this, the Common European Framework of Reference for Languages (CEFR) was created. Which in short words is an international standard to measure English learners abilities according to a set of competences and knowledge determined. In this regard the Council of Europe (2001) mention that:

The CEFR is also the result of a need for a common international framework for language learning which would facilitate cooperation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference (p.05).

Likewise, the CEFR aims to help educators by giving them a reference in which they can support the learning and the teaching of language.

The CEFR presents the language user/learner as a "social agent", acting in the social world and exerting agency in the learning process. This implies a real paradigm shift in both course planning and teaching by promoting learner engagement and autonomy. (Common European Framework of references for languages, 2020 p.28)

Taking into account the above, it is possible to confirm that we learn a language not as an educational requirement but as a social requirement in order to communicate

with other people. Besides, exploring other cultures and facilitating interaction with people who don't share the same native language.

#### **4. Methodological Design**

##### **4.1 Type of study**

###### ***4.1.1 Qualitative research***

This research will follow a qualitative approach, Yilmaz (2013) mention that: I define it as an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world. It should be noted that it is a qualitative single method (p. 312).

Concerning this quote, the qualitative approach allows us to explore the different kinds of material provided by the teacher as well as the reaction that students have to this during the classes (in terms of behavior, emotion and disposition).

According to Ortega & Páez (2015):

The findings gathered after a research of this kind are applicable beyond the specific parameters of the study, extending it to other fields. In addition to these, during qualitative research, there are going to be findings which were not predicted during any moment of the project but that can benefit the research itself (p.28).

##### **4.2 Method of investigation**

###### ***4.2.1 Descriptive Case Study.***

Besides, this research will be developed as a case of study design. "The case study - of an individual, group, organization or event rests implicitly on the existence of a micro-macro link in

social behavior” (Gerring, 2007, p.1). Following this design, we will be able to get involved in the classroom context to observe and discover from a closer view the different emotions and behaviors that students could adopt regarding the material implemented by the teacher in the classroom. Furthermore, we will have the possibility of achieving one of our goals, which is to focus on the problems of our real context. In the same way, we expect it could be useful for teachers and academic environments.

Furthermore, (Baharein as quoted in Yen, 1989, p. 22-26) explains that case of study refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence.

#### **4.3 Population and Sample**

The present research started with the identification of a phenomenon in a private school in Bogotá. However, the same problem was evidenced by one of the researches in a public school. Because of this, we decided to carry out our study with students from third grade in the last school mentioned, since the researchers had free access to this setting thanks to the link it has for the university's practicum process at the university Minuto de Dios. The final sample were two groups of third grade students and the English teacher who was also part of the population. These two groups are part of the same classroom, but they were divided in two parts of 9 students because of the preventions of the covid-19. As a result of this each group of students attended every other week, so in this way while group one was attending at school for one week, the second group was doing work at home. They rotated under this dynamic. Considering this, the study had a total of 18 students.

#### **4.4 Data Collection Instruments**

In an attempt to have a better approach to the real context where the phenomenon is presented, we decided to observe, analyze and collect the most valuable information about the behavior and mood of students regarding the material implemented by the teacher.

##### **4.4.1 Interviews**

Gill et al. (2008) mentions that "Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail" (p.291). In addition to this, we consider this tool is very useful to determine the influence that teacher's material has in the motivation of the children and what is the perception that students have about the activities of the class.

##### **4.4.2 Field notes**

Phillippil and Lauderdale (2018) maintains that "field notes serve many functions. Predominantly, they aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data " (p.381). In our study this is a useful tool to obtain detailed information about students' behavior and signs of motivation throughout the class time. Additionally, it helps us to keep clear the information that we want to explore thanks to the reports collected during the interventions.

##### **4.4.3 Surveys**

According to Newsted et al (1998) surveys are really popular when gathering data in a research project. Since it allows to establish the different values, variables and at the same time construct in an easier way. Besides, one of its benefits is that thanks to the collected information,

researchers can predict some possible answers and behavior. Regarding this, we contemplate this instrument as an important part of our project because we can confirm through the student's answers the purpose of our research. Moreover, with the answers given, we can focus on specific aspects during our observations.

## **5. Results**

As a means to analyze our data and identify possible categories in our findings we decided to use the triangulation technique. Since the obtained information was collected through the application of different instruments such as surveys, teacher and students' interviews and field notes. To define triangulation Heale and Forbes (2013) remark that:

Triangulation may be the use of multiple theories, data sources, methods or investigators within the study of a single phenomenon. The technique was originally introduced into qualitative research in the 1950s as a means to avoid potential biases arising from the use of a single methodology. This technique is used to confirm suggested findings, but it can also be used to determine the completeness of data (p. 98).

### **5.1 Introduction and background**

Before presenting the results obtained in this research, we would like to mention some important aspects about our work method. First of all, we started our collection process right after the pandemic. Because of this, the public school chosen was working with an alternation modality that was already described. This situation gives us the possibility to apply different instruments with both groups. For a better understanding of our analysis, we are going to call the first group as "group A" and the second group as "group B". We applied an initial survey and semi-structured interview to group A one day of the week that they attended the school. Whereas, we developed our field notes with group B one day of the week in a face to face modality.

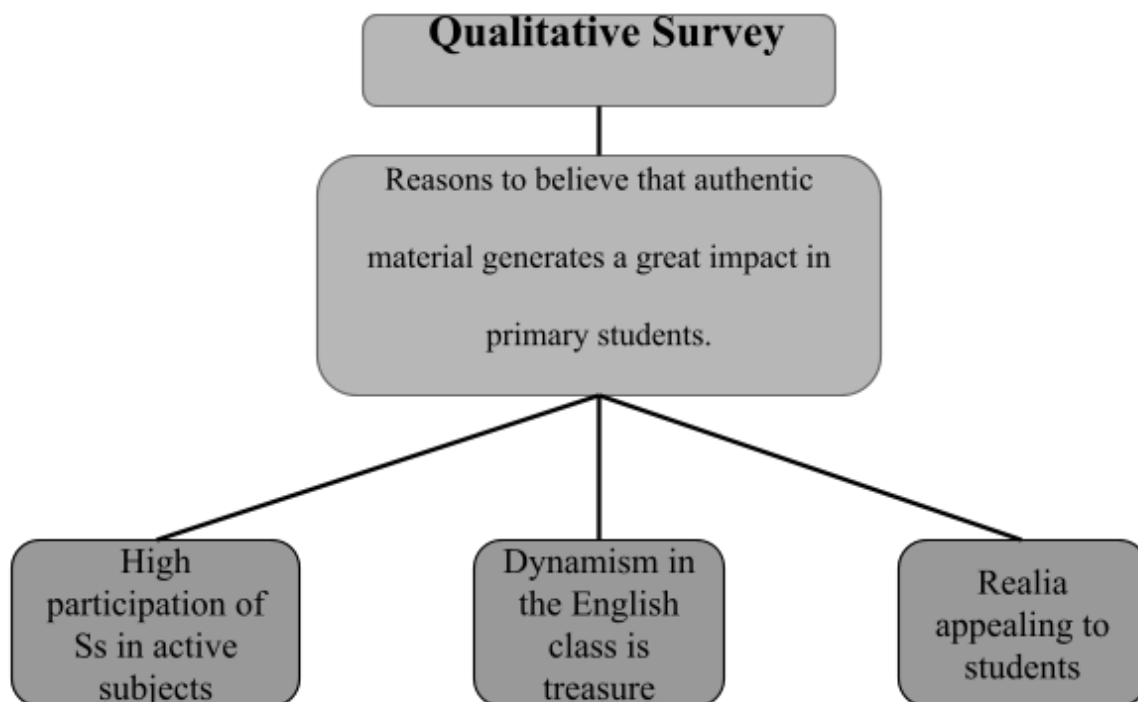
## 5.2 Data collection

We are going to present the findings of each instrument taking into account its purpose and at the same time the results obtained from these considering the aforementioned aspects in relation to the participants and their class modality.

### 5.2.1 Survey

#### Figure 1

*Reasons to believe that authentic material generates a great impact in primary students*



*Note.* Here are presented three categories which confirm that authentic material generates a positive impact in students.

To start our data collection process, we decided to conduct a brief survey. Due to the fact that our sample was made up with children of third grade, it was complex to receive concrete answers. This is why we decided to come up with a survey of six open-ended questions that included strategic points in order to collect key data for our study (Appendix 3).

In addition, this survey had an easy-to-understand language according to their age, which helped us to have more similar answers to what we originally expected to obtain. Besides, we had to work with Group A which consisted of 10 students in total. After applying this survey, we found reasons to believe that the use of authentic material generates a great impact in primary students.

After collecting information through this instrument and analyzing the data we found three main categories which will be presented next. The first category we discovered was *there is high participation from Ss in active subjects*. This alludes to the fact that the students who participate in this survey expressed what they like to do during their classes of other subjects. This information was collected from question 1 (Appendix 3). Secondly, we found the category *dynamism in English class is treasured*. This makes reference to the importance given by students to active participation in class as well as the activities that they like from the English class. It was taken from question 4 (Appendix 3). Finally, the last category named *realia is appealing to students*. In this one, we make allusion to the interest of the students in developing activities with realia in future classes. And we took this category from question 5 (Appendix 3).

For instance, in category 1 *participation from Ss in active subjects* (see appendix 4) we could identify that student got involved actively in classes like physical education and science

since in those classes they had the opportunity to develop experimental activities and practice exercise with their body which not just involved the bodies but their minds. This was evident in some answers from the students as we see in the following examples ["My favorite class is dance because I like dancing and doing exercise"] [ "Science because we do experiments"] (Appendix 4 category 1). In this sense, it is clear that early grade students prefer subjects where they can have an active participation that catches their attention in activities where they have to either move their bodies or solve a problem.

Thanks to this, we can perceive that students feel affinity for those classes which demand a higher participation and involvement. Likewise, in category 2 *dynamism in English class is treasured* (Appendix 4) we can connect this first aspect with this question since students mention that they consider treasured to participate actively in the class with simple actions like going to the board or answering questions and also, they consider important to play games, practice pronunciation and chants. It could be evidenced in answers such as the following: ["games and chants"] ["go to the board"] ["participate and answer"] [ " what I like the most is drawing"] [" I like to be asked questions"]. These answers were taken from question 4 (Appendix 3) (Appendix 4 category 2). This means that students enjoy kinetics activities that encourage them to develop different activities as for example, stand up, run or sing. Besides, all these activities engage them in more eye-catching learning.

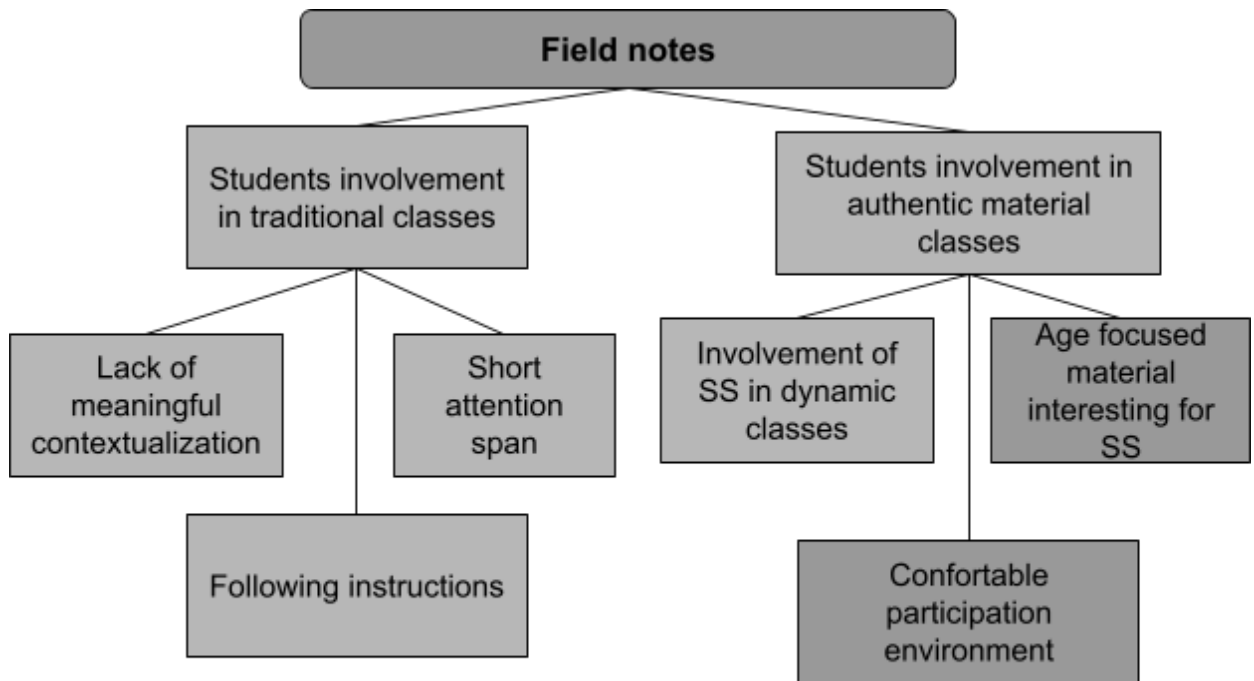
In addition to this, another relevant data is that students consider the use of realia inside the classroom appealing because of the fact they expressed a desire to learn through songs, games and interacting with classmates in English. As evidence of this, in Category 3 *realia is appealing to students* we could identify key answers like the followings:

[“Learn and sing a song in English”] [“Play with a wheel in English”] [“Drawing and coloring”] (Appendix 4, category 3). In this regard, we highlight that the use of authentic material is a meaningful tool which increases the students' motivation during the class.

### 5.2.2 Field notes

**Figure 2.**

*Students involvement in traditional classes and authentic material classes*



*Note.* Here we can evidence a parallel between student involvement in a traditional classroom and in a classroom with authentic material implementation

As we can see in the figure 2 we found two important branches. The first one is related to students' involvement in traditional classes. This category was divided into three subcategories which are going to be explained in the following paragraph.

Students have trouble following two instructions at the same time since whenever the teacher explained, she asked them to pay attention to her explanation on the board but also she constantly reminded them to take notes on the notebook. For instance, "Students write everything on the notebook and the teacher gives them time to write and she reminds them that everything that is written on the board must be written on the notebook" (Appendix 5, observation 2). As a consequence of this the class got divided into two parts: the ones who paid attention to the board and the ones who just took notes on the notebook. E.g. "Students are writing and just two of them are paying attention" "the teacher asks a student how to write a long answer but he doesn't know" (appendix 5, observation 2) . In this narration, we can identify that providing multiple instructions at the same time can interfere in students' learning process. Since, they get distracted or fail to follow all the instructions.

Besides, it was detected that students could not remain concentrated for a long time to the teacher's explanations (Appendix 5, observation 3) "There are some students who after a while couldn't keep concentration because there were two specific students who were playing with tape which they passed to each other " Through this quote we can evidence the behavior of some students who initially start out paying attention but eventually disperse their attention to other activities.

To finish this first branch *students' involvement in traditional classes*, we would like to mention that these traditional classes usually have an advanced vocabulary and linguistic expressions. Besides, the use of these expressions are not supported by an adequate contextualization for an easy understanding by the students. (Appendix 5, observation 3). An example of this "The teacher usually uses advanced Spanish to explain in some parts of the class.

For example, the explanation of syntax to organize the sentences". This observation means that the use of advanced grammatical terms can be a problem in students' comprehension as there is a lack of contextualization that eventually generates confusion.

In the second branch *students' involvement in traditional classes*, we saw the need to focus on students' involvement in authentic material. To continue with this, we would like to stand out some crucial findings. First, the students' involvement in dynamic classes was something evident during the observations since students looked focused and motivated.

Furthermore, they wanted to repeat some specific activities. It was evidenced in the following observation "Students liked the activity and asked to do it again" (Appendix 5, observation 1). "All students raise their hand to participate and some of them choose a number even when it is not their turn. They also got so excited and shouted out numbers." (Appendix 5, observation 4). This information proves that dynamism in class generates a great impact on students' motivations and concentration since they feel involved in the activity to the point of asking to repeat it.

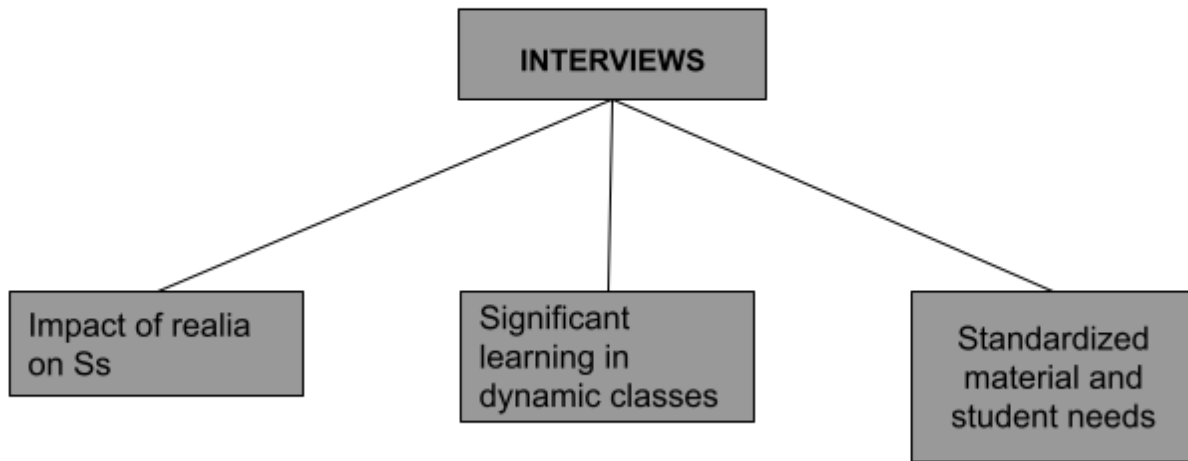
Another finding was the interest by the students in age-focused material (characters from children movies). We could identify this from the next observation "Students like the activity and ask to do it again" (Appendix 5, observation 1) and "All students want to participate and shout

out different adjectives of the monsters". (Appendix 5, observation 5). Due to the fact that the material implemented was presented in a visual format, it generated a high level of attention in the students which was linked to familiar things about their childhood because they were movies and animated characters.

Because of the familiarity of the material, the students felt motivated and confident not only to participate themselves but also to help each other by encouraging others to respond. For example, "One student goes to the board to develop the activity. However, he has problems completing the sentence so their classmates help him to finish it."(Appendix 5, observation 6). Through this aspect we were able to highlight that even though the activities were not group activities, the students supported each other for the development and learning of these ones.

### 5.2.3 Interview

**Figure 3.**  
*Meaningful findings in the student's interview*



*Note.* Here we can evidence 3 categories obtained from the interviews

**5.2.3.1. Students' Interview.** In order to obtain more detailed information to continue with our research, we implemented a semi structured interview with seven students chosen at random from the same sample. Regarding this, we had the possibility of asking predetermined questions but also we could go deeper into some answers to obtain more information about some events

and thoughts. These interviews were recorded in voice notes and the main findings are going to be discussed in the following paragraph.

The first category we identified was the *impact of realia on Ss*. Since all the interviewed students mentioned they had a huge preference for activities that are related to movement, games and age-appropriate materials. Here we present a couple of examples [“ The one that I liked the most was the one when ... The last class we made something about monsters like guessing how to say for example family and so on”] Appendix 6 In 6 St 3031. [“ the teacher Laura asked us things, for example FAT so we went running to touch the image. So that was a game for us”] Appendix 7 In 36 St 3028. According to this, we could analyze and compare the different results with previous instruments.

The next category is called *significant learning in dynamic classes*. Through this category we had the purpose of detecting if in dynamic classes students really learned meaningful knowledge or if on the other hand, dynamism was not equal to learning. The students in these interviews showed us in an indirect way that they interiorized certain terms while playing. Let's see some examples [“She asks us... by the way I learned that fat is “gordo”] Appendix 7, St 3028 In76 [ “Yes, Miss because in that way I’m learning something that I didn’t know and because it is cool to participate”] Appendix 6, ST 3030 Q36.

And to finish with the last category *standardized material and student needs*. We highlight how traditional classes don't take into account the SS necessities which generates comprehension and concentration problems. The interviewed students mention some important aspects related to this category because through the answers we can see how they behave and receive the class. For instance [“because... because I start to play and the teacher scold me”]

Appendix 7, St 3026 Q46 [“I would like to play more games to learn, because if we do the workshops, the workshops don't teach anything, we just copy and that's all”] Appendix 6, st 3029n Q 44.

**5.2.3.2. Teacher's interview.** In order to understand the homeroom teacher's point of view regarding motivation in class and methodologies to teach children, we designed a semi structured interview with 10 questions (See appendix 6). Through this interview, we could obtain three relevant aspects that are connected to our project purpose. We present those ideas in the following paragraph.

First of all, we found *“the use of technology as a helpful tool to implement in class”*. Through the answers provided by the teacher we could perceive that in the current world technology has generated an impact in education. For instance, the teacher mentioned [“ It is easier, feasible and affordable because the students can reinforce through these programs that present for example youtube and google...”]. With this quote, we can notice that the power of technology has been perceived as a fundamental resource since whether students or teachers can get access to pedagogy material in a matter of seconds.

Next, we have as a second statement the *“The implementation of diverse methodologies to link motivation with learning”*. It is important to know that the students' needs is a fundamental fact to search for different methodologies and strategies that allow the increase of motivation. We could conclude that [“a class whatever the subject it is, English, mathematics or social studies ...if there isn't motivation simply we can't think that the student acquired knowledge”]. Here, we highlight that motivation is the key to achieving a good result in students since they are the ones who take the decision to learn and go beyond.

To finish with the teacher's interview, we have our last statement "*Authentic material as a worthwhile element in elementary school*". In this section we are going to focus on two different aspects related to the teacher's comments. ["Well, now with little children we must work with the basics but authentic material could be implemented with high school"]. In this comment, we were able to find that the teacher didn't consider the use of authentic material as a possibility to teach children because they learn just basic topics that can't be worked with this material. Nevertheless, at the end of the interview she admitted that authentic material makes students happier because they are involved with their own learning ["When students use authentic material but when above all, we ask them to elaborate something by themselves they are happier"] (In2).

## 6. Discussion

The purpose of this research is to discover the impact of the material implemented in the classroom on the primary students' motivation during English classes. The obtained results in this study provide interesting data that reflect the significance of authentic material and motivation. In the following part we present the discussion in relation to the categories founded. Besides, we are going to discuss this information in the light of scholars that had deeply studied the role of materials and that were mentioned in our previous literature.

To start, the results suggest that *Dynamism in English class is treasured*. We make reference through this main category to how important it is for this young population to learn English employing authentic material appropriate for the age as we could identify before (games, chants, movies, etc). In previous studies, it has been mentioned that "...teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing" (Masita, 2017, p. 117).

Likewise, "If language is being used "meaningfully" in the classroom, it is not taught only in isolated chunks or by breaking the language into its grammatical or semantic components" (Kang, J, 2007, p. 2). Through this quote we can underline that in terms of language, nowadays it is necessary to be conscious about the importance of moving on to new methodologies and strategies to teach a language. In today's world it has been proved that teaching a language from a single grammatical emphasis doesn't generate a significant impact in the students' learning process.

As we could evidence during the whole development of this project, it is necessary for the teacher to take the responsibility of motivating students in the classroom since it improves

the experience and with that the motivation. "The teacher is responsible for creating a motivational space in the classroom by setting up the necessary conditions so students will be willing to participate and get involved in the activities..." (Ortega & Páez, 2015, p.24).

Taking into account the paragraph above, when a student experiences negative emotions in class this generates consequently a negative effect which demotivates the students' behavior and disposition for the class (Mendez & Peña, 2013). The deficiency of a motivational space for students brings repercussions to the students' mood and attitude for the class. At the same time, it generates a low understanding in the student and his performance.

Furthermore, it is not just necessary to take the responsibility to create dynamic activities but also teachers have to become researchers in order to find strategies and material to use in class and benefit the learning process of the students through delivering meaningful information of the language in context. "Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody" (Masita, A, 2017, p. 116).

Furthermore, it was evidenced in the interview results that students are highly motivated in subjects that involve movement and hands-on activities. ["My favorite class is dance because I like dancing and doing exercise"] ["Science because we do experiments"] (Appendix 4 category 1). Regarding this, educators from multiple subjects have followed the recommendations of researching the teaching methods to include all the learning styles in class and allow each student to learn. An example of this are *manipulatives* which are objects used mostly in math that allow a physical interaction between a concept and the student (Corrales, 2018). Due to this, nowadays it is required for language teachers to learn and relate with new

methodologies and techniques in other subjects. Since our labor as educators is to teach language, which is the medium of communication for all fields. For this reason, we need to learn and teach not just language but ethics, math, science, socials and more subjects.

Undoubtedly, material plays an important role in motivation. Our role as teachers is not only related to teaching a topic; it is more than that because our role requires a good choice of materials and activities in order to give an interesting and relevant class to students which also can motivate them to learn (Kang, 2007).

As explained by the authors above, we conclude this first part of the discussion by mentioning that dynamism in class includes not only activities but also a good and meaningful choice of material. With the implementation of these tools, students increase their motivation which as we have mentioned before is a determinant factor that helps them to acquire knowledge in an easier way. Besides, as language teachers it is an everyday challenge to improve our knowledge in regards to new teaching methodologies not just in language's field but also in other subjects. Thanks to this, we will be able to include in our lesson dynamic material and activities that can catch the students attention and interest.

On the other hand, this research revealed that *realia is appealing to students*. This was strongly evidenced in the results of each instrument implemented through the development of this research. We can see this in Masita's view (2017) who says that when authentic material is implemented in a classroom, students feel they are learning the day to day language and not an academic language. Besides, authentic material is intrinsically more interesting, catching and appealing than standardized material such as textbooks.

To illustrate this, Bajrami (2016) observed in his study “that it may be suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment” (p.505). Similarly, results were found in Belet & Guner (2018) “use of authentic task-based authentic material in Turkish language courses improved reading comprehension and writing skills and writing motivation of 4th grade primary school students” (p.365). In both examples we can obtain a better idea of that realia together with authentic material generate in students' learning process together with their motivation in class. Students frequently consider it more valuable and significant to study with elements that they could easily have contact with in their daily lives.

Nevertheless, it was necessary to terminate if realia not just motivates but generates significant learning in students. In previous studies Sukrina (2012) affirms that “it can be concluded that teaching vocabulary by using real objects can significantly enhance student *vocabulary mastery*” (p.9).

On top of that, Atabekova (2021) mentions that “realia for ESL can make the learning experience more memorable and create connections between objects and vocabulary words or other language concepts” (p. 1526). Besides, we take this quote as a reference to point out that in this research this concept is applied showing that from a good use of material and generating a dynamic space in the classroom students take more than just learning because they also feel involved in their process.

To sum up, the variety of activities and authentic materials are determinant to raise the interest of the students but also this type of material, being part of the daily life of the students,

generates a more valuable impact on learning since they consider that they are learning something meaningful that they could use in everyday life. In addition to this, it is necessary to be aware of this awakening because motivation is based on two specific points to take into account such as intrinsic and extrinsic motivation, which we can assume focus on specific aspects of motivation.

Based on the above, we can understand intrinsic motivation as that motivation that arises from the student's will to perform a specific activity for a satisfaction in the process rather than as a challenge seen from the pressure. On the other hand, extrinsic motivation is totally different since in this case the general purpose is to achieve a specific result through stimuli that encourage the student in his learning process being aware that the student can also be punished for not achieving such results (Ryan & Deci, 2000).

In addition to this, during the research we were able to show that the students got a higher intrinsic motivation, since through the implementation of the instruments and the data collection on many occasions the students asked to repeat activities where they were working with authentic material according to their age. Also, in many of the interviews they mentioned how satisfactory the activities were for their learning.

As a closing aspect, we would like to present the category *High participation of Ss in active subjects*. Since, through the survey's data analysis we could identify that students are more engaged by subjects that allow them to interact and explore by themselves. The Experiential Learning theory involves studying in four phases connected with doing, sensing, observing, reflecting, thinking and planning” (Sharlanova, 2004, p.36).

Moreover, Kofou and Kosma (2017) point out that “Learners’ motivation was increased, as language was seen in real life situations, which concerned language acquisition rather than enforced learning” (p.32). From this quote, we can affirm that learning through meaningful activities and material engage students' attention and interest.

Despite that, ELT has a huge responsibility in regards to the implementation of symbolic material and resources inside the classroom brings the possibility of having a real interaction and approach with the language. “The traditional teaching of foreign languages has been criticized for not providing sufficient input, an input that in addition is too often inauthentic, functionally restricted and therefore lacking a real communicative function” (Lasagabaster, 2011, p. 13).

Authentic material and realia can raise students' motivation and approach them to the real language and culture. Besides, it gives the possibility of being exposed to the professional level that they aspire to (Torregrosa & Sánchez, 2011). Regarding this, authentic material and realia play a vital role when teaching the language through a communicative perspective.

Furthermore, it is crucial to highlight that realia and authentic material, not just offer dynamism but real life language which is extremely meaningful in the students’ learning process. For instance, students who don’t have a great performance and proficiency in grammar and literature classes have the possibility of improving and learning in a more remarkable way with lessons that include realia (Spurr, 2022).

Putting it all together, realia and authentic material is engaging for students since it gives the opportunity of establishing a connection with real context language. But even more important, realia adapts to students' necessities and as it is easy to connect with, students don’t have to face issues with comprehension while learning the language. As a result of this, we can

guarantee that realia should be applied in a permanent way in the teaching. Since, it fosters real language learning as well as the cultural knowledge which promotes tolerance with other people (Spurr, 2022).

## 7. Conclusions

The main objective of this project was to establish a relationship between the use of authentic material and student motivation, showing the importance of this relationship in the classroom with third grade students in primary school. As a starting point, the project handled case study research because we had evidenced the problem previously raised in our practicum settings. Therefore, and starting from this point, we sought to understand in depth this issue that is currently presented in any learning space. With this in mind, in the first place we decided to apply a survey to our sampling to have an initial idea of what they consider motivating or interesting to do in a class. Secondly, we worked on the development of rigorous observations which were collected in field notes per week. Through the development of these field notes we collected various information in regard to teachers' use of standardized and authentic material as well as students' behavior and mood in class. Thirdly and lastly, it was collected varied information from a semi structured interview which was carried out with a selected group of students. From this instrument, we could explore what students find interesting and appealing in class and their opinion regarding material and activities in the English class. Finally, it was developed a semi structured interview to the English teacher in order to know what her ideas and beliefs about the use of authentic material were implemented in class and during her pedagogical trajectory. (Appendix 8).

In addition to this, we would like to validate our initial objectives. In the first place, we found that the homeroom teacher applied standardized material such as workshops and the board to create activities and explanations for the students. In contrast, the student teacher implemented activities in which the authentic material was evidenced. For instance, the use of movie

characters to practice vocabulary about physical description or the use of classroom elements as colors to teach demonstrative pronouns. To continue with this, during the development of the results we could perceive that students have a huge affinity with authentic material since their mood in class was active and participative. Thanks to that, this behavior was related mostly towards intrinsic motivation since they voluntarily wanted to participate without the intention to obtain a reward. However, with standardized material it was evidenced that they had difficulties to keep concentration and understand some explanations due to the fact that the teacher tended to use advanced expressions to explain class topics. All this made it difficult for students to understand and stay engaged in the classroom.

As a result of this, the following two analyses can affirm that authentic material truly influences the students' motivation and disposition in the class. Besides, students don't consider the activities as something boring and rigorous, but they consider these activities as games and they have the opportunity to express themselves. Moreover, the researchers could see that authentic material improves the learning process since these activities give them the opportunity to have meaningful opportunities that they remember for a longer period of time. On the other hand, regarding standardized material, we can conclude that it is useful in class and it is part of the teacher's tools. Besides, it can help the students to learn but it also can bring some difficulties regarding concentration and mood since the students consider it something commonly associated with the traditional classes.

With these aspects already covered, we can affirm that authentic material influences in a positive way the mood of the students since they have the possibility of developing their abilities in different situations that are more similar to real life, so they considered it meaningful and

understandable. And as a consequence of this, they participate actively in class not because it is a rule but because they enjoy doing it. Another aspect that we have to mention is that we demonstrated that authentic material is crucial in the lessons but also it is important to mention that material used in class is just one of many aspects that the teacher has to consider when giving classes. Due to this fact, students also consider the disposition of the teacher, the environment of the classroom and among others.

It is clear that through this project, the material impacts the students' learning process. Because of this, it is a challenge for teachers to constantly improve to give students a better quality of the material they use. We need to be aware of the new learning strategies and materials that emerged in our world, as well as take into account their feelings, mood and needs because they are people who are going to receive this learning that will benefit society in the future.

### **7.1 Limitations**

In the first place, the amount of time we had to collect the data was limited. Despite the fact that the data was collected once per week in three months, the school occasionally had extracurricular activities which slowed down our process. As a consequence of this, we couldn't apply a piloting test before the students' actual survey and interview which had helped to design and correct the questions in a language more understandable for them. Besides this, we faced some problems while developing our data collection since this process was carried out right after the pandemic and during the process of coming back to normal life adopted by the government. For that reason, it was difficult for us to collect the data as we expected since the beginning because there were few students that attended frequently, and we had to develop the project with the sample we had.

## **7.2 Further Research**

This project was planned as a case of study since the problematic it was evidenced have not been researched before in the same context considering literature review. Because of this, it was decided to start by analyzing the problem and its effects in the population firstly identified. Future researchers will take the information obtained here to study if the same problem is presented in higher grades as high school or university. Besides, in the future an action research could be carried out to discover the kind of authentic material that best motivates students' mood because we are aware of how important this topic is in our field of study. For that reason, our project is a tool for future teachers and researchers because through this study they can have a basis to discover a huge variety of material and ideas which teachers can implement in the classroom, even if they were not created with the purpose of teaching.

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**Appendix 1**

First researcher's journal in the practicum setting

<b>Observation journal</b>	
<b>Date</b> August/2019	<b>Observation 2</b>
<b>Course</b> 4b	<b>Topic</b> Comparatives
<ul style="list-style-type: none"> <li>● Students have to use their two English books for each class but today two students did not bring their books so they have to work with another classmate and develop the activities in their notebooks.</li> <li>● Students have English class every day and the teacher plans each class according to the student 's book.</li> <li>● Students expressed to their classmates during some parts of the session that the class were boring and then they started talking or doing different things that weren't connected to the class”</li> <li>● In this class the teacher asks students to complete a workshop from their English book. It is evidenced that a small part started to do it but in contrast a significant part of them just tried to copy the answers from their partners without motivation nor interest.</li> </ul>	

<b>Observation journal</b>	
<b>Date</b> August/2019	<b>Observation 3</b>
<b>Course</b> 4b	<b>Topic</b>
<ul style="list-style-type: none"><li>• In this class the teacher does a different activity “karaoke” and most of the students get excited. The whole class sings the songs and at the end they analyze the vocabulary. The class is attractive for the students and there is a good participation which means that students are motivated.</li><li>• While the songs are playing, the students concentrate completely on the video, the images, characters and lyrics that appear in it. Some of them fail to sing some fragments, so they laugh.</li></ul>	

## **Appendix 2**

Letter of information and permission to carry out the project at the selected school and group

### **Proyecto de Investigación “ Material educativo: un elemento crucial para mejorar la motivación de los estudiantes en el salón de clases”**

Estimados padres de familia:

La presente cuenta con el fin de dar a conocer que los estudiantes de este grado han sido seleccionados para ser parte de la investigación que se viene realizando por parte de estudiantes de la Universidad Minuto de Dios. Por tanto durante los próximos jueves se estarán realizando diferentes observaciones y actividades a este grupo de estudiantes con el fin de identificar sus niveles de motivación durante las clases de Inglés. Además, cabe aclarar que no se revelara la identidad de ningún estudiante participe durante las sesiones.

Agradecemos su colaboración,

Atentamente,

Laura Alejandra Nope Lopez & Laura Milena Saldaña Perez.  
**Estudiantes de Lic. Lenguas Extranjeras.**  
**Universidad minuto de Dios.**

**Appendix 3**

Student motivation survey template

**Encuesta sobre Motivación  
(Students)**

**Nombre:**

**Curso:**

**Edad:**

1. ¿Cuál es tu clase favorita? ¿Por qué?
  
  
  
  
  
  
  
  
  
  
2. ¿Te gusta la clase de Inglés? ¿Por qué?
  
  
  
  
  
  
  
  
  
  
3. ¿Consideras que tu clase de Inglés es entretenida? ¿por qué?
  
  
  
  
  
  
  
  
  
  
4. ¿Qué actividades te gustan de la clase de Inglés?
  
  
  
  
  
  
  
  
  
  
5. ¿Qué actividades te gustaría hacer en la clase de Inglés?

6. ¿Crees que has aprendido nuevas cosas en Inglés? si tu respuesta es “sí” menciona algunas de ellas.

**Appendix 4.**

Categories obtained in the survey

<b>Appendix 4. Categories from Survey</b>			
<b>Category 1</b>	<b>S01</b>	<b>S05</b>	<b>S08</b>
<b>There is high participation of Ss in active subjects</b>	"Mi clase favorita es danzas porque me gusta bailar y hacer ejercicio".	"Ciencias porque hacemos experimentos"	"Inglés y matemáticas porque la clase de inglés es divertida y la de matemáticas nos ayuda a aprendernos las tablas"


<b>Category 2</b>	<b>S03</b>	<b>S04</b>	<b>S05</b>	<b>S06</b>	<b>S07</b>	<b>S10</b>
<b>Dynamism in English class is valuable</b>	"Participar y contestar".	"Pasar al tablero".	"Lo que más me gusta es dibujar".	"Que pasemos al tablero".	"Los juegos y rondas".	"Me gusta que hagan preguntas".

<b>Category 3</b>	<b>S01</b>	<b>S02</b>	<b>S03</b>	<b>S05</b>	<b>S07</b>
<b>Realia is appealing to students</b>	"Aprender a cantar una canción de Ingles".	"Juegos"	"Escribir, pegar y cantar".	"Dibujar y colorear".	"Jugar con una ruleta en inglés".





**Appendix 5**

Field notes and images obtained at the study site

<b>Appendix 5</b>	
Field Notes	
<p>Date: Thursday, september 23th  <b>Observation 1</b>                      Students 6                      Topic: Adjectives and verb to be</p>	
<p>Observations:</p> <ul style="list-style-type: none"> <li>• The class started with the intervention of the training teacher (warm up) the training teacher explains the dynamic of the activity through an example (she shows an image of a movie character and she asks “who is he/she?” and the answer (he is Garfield). After that, she delivers an image to each student, then each student goes to the board and replaces the example of the teacher. Students like the activity and ask to do it again.</li> <li>• At the beginning the teacher starts asking who already developed the workshop and explains how they are going to develop for the next week.</li> <li>• There are just six students so they are more focused on the class.</li> </ul>	<p>Analysis:</p> <ul style="list-style-type: none"> <li>• using images (visual aids)</li> <li>• TPR (active participation in class)</li> <li>• The use authentic materials like characters from movies</li> <li>• Students were engaged - motivated</li> </ul> <div style="text-align: center;">  </div>



<p>Date: Thursday, 21st October</p> <p><b>Observation: 2</b></p> <p>Students 9</p> <p>Topic: Adjectives</p>	
<p>Observations:</p> <ul style="list-style-type: none"> <li>• The student teacher starts the class asking students if they remember what an adjective is and she uses her body to help them to remember. The students participated actively and they were focused.</li> <li>• The student teacher through a kinesthetic visual activity makes a review of the adjectives and the students must run across the whole classroom pointing out the image of the person with the representative adjective. Ex. - Teacher: We are going to touch a thin person. -Students: (they walk or run to find the image with that description).</li> <li>• After that activity the titular teacher takes control of the class and calls students to check their homework.</li> <li>• For the next activity, the teacher writes five sentences on the board and students have to organize all of them.</li> <li>• The teacher starts to explain the difference between adjectives in spanish and english with help of the board. Some students are doing other things such as playing with the notebook or organizing the pencil case.</li> <li>• Students write everything on the</li> </ul>	<p>Analysis:</p> <ul style="list-style-type: none"> <li>• Images.</li> <li>• TPR</li> </ul> <p style="text-align: center;">kinesthetic activity</p>  <p>(Cards to practice adjectives and physical appearance)</p> <ul style="list-style-type: none"> <li>• Images</li> <li>• Game: TPR</li> <li>• Board</li> </ul>

<p>notebook and the teacher gives them time to write and she reminds them that everything that is written on the board must be written on the notebook.</p> <ul style="list-style-type: none"> <li>• The teacher explains how to create questions. Ex.             <ul style="list-style-type: none"> <li>- This is a fish</li> <li>- Is this a fish?</li> </ul> </li> <li>• Students are writing and just two of them are paying attention.</li> <li>• The teacher makes an example of a short answer. Ex.             <ul style="list-style-type: none"> <li>- No, it isn't</li> </ul> </li> <li>• Then, the teacher asks a student how to write a long answer but he doesn't know and the teacher helps him with the help of his classmates.</li> <li>• The teacher asks the students to change the sentence of the board into questions and answers.</li> <li>• The teacher writes the answers and explains where to place each part of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook</li> </ul>  <p>(Student's notebook with some drawings and sentences to practice the concept they are/it is )</p> <ul style="list-style-type: none"> <li>• Board</li> </ul>
<p>Date: Thursday, 28th October                  Observation: 3                  Students 9                  Topic: Adjectives demonstratives</p>	

Observations:

- The student teacher starts the class making a review about the topic of the class using a marker to explain the meaning of *this, that, these and those*.
- The titular teacher writes on the board the demonstratives with the translation of each one. She asks the students to repeat.
- She asks one student to do an example with his pencil using any demonstratives. That student had problems with the exercise but his classmate helped him.
- The teacher reminds the students the use of the *verb to be* create sentences with the demonstratives.
- The teacher usually uses advanced Spanish to explain in some parts of the class. For example, the explanation of syntax to organize the sentences.
- During the explanation the teacher says that this topic is so easy because in Spanish there are twentyof demonstratives depending on thegender and quantity but in English there are just four.
- There are some students who after a while couldn't keep concentration because there were two specific students who were playing with tape which they passed to each other

Analysis:

- Realia ( school equipment)



(Activity with pencil colors to learn the use of this- these- those- that)

- Board
- Choir



(Students writing on the notebook)

- Board
- Examples in Spanish

Date: Thursday, 09th  
September  
Observation: 4  
Students 9  
Topic: Professions

Observations:


- The student teacher starts the class asking the students if they remember the numbers since she has 16 cards on the board with the numbers. All students say the numbers in choir.
- Students must choose two numbers and the teacher will turn the cards so they can see the profession of each card they choose. They have to discover pairs by turns.
- All students raise their hand to participate and some of them choose a number even when it is not their turn. They also get so excited and shout out numbers.
- When students discover a match they clap and say yes!
- The teacher asks them questions such as: Is she a police officer? and all students answer yes, she is a police officer.
- Students are sitting at their desks, but they are focused on the game. There are two students that sometimes make things on the notebook but after some seconds their attention goes back.
- Students identify easily each profession when teacher asks them

Analysis:



(Students develop a matching activity with images)

- Cartoon Images
- Cards
- Choir

<p>Date: Thursday, 17th september                  Observation: 5                  Students 9                  Topic: Verb to be (He, she, they)</p>	
<p>Observations:</p> <ul style="list-style-type: none"> <li>• The teacher shows 6 images of different characters from Monster Inc. And she asks them if they know who they are.</li> <li>• The teacher asks them the name of each character with the question who is he? and they pronounce their names.</li> <li>• The teacher asks the characteristics of them. Students participate in Spanish and say things such as: es muy peludo- alto</li> <li>• Teacher asks them to say it in English and some of them look at the notebook to find the correct adjective.</li> <li>• All students want to participate and shout out different adjectives of the monsters.</li> </ul>	<p>Analysis:</p>  <p>(Students describing monsters from a movie)</p> <ul style="list-style-type: none"> <li>• Realia</li> <li>• Images</li> <li>• Questions</li> </ul>
<p>Date:                  Observation: 6                  Students 9                  Topic: Animated cartoon/ Who is he, she?</p>	

Observations:

- The teacher begins the activity with a process of recognition by the students where they must say who is the character on the board through the question "Who is he?"
- The teacher does the same exercise but with another cartoon to confirm that they understood how they should answer.
- The teacher gives each of them a card with different characters they know to do the same thing she did at the beginning of the activity.
- The teacher gives instructions to each student as she hands out the cards, asking them not to turn the card over until she instructs them to do so.
- Students actively participate as they go to the board saying in front of their classmates who they have on the card such as "She is wanda, He is patricio, He is Garfield"...
- Students return the cards to the teacher and she practices with them for the last time showing all the cards as they answer
- One student goes to the board to develop the activity. However he has problems completing the sentence so their classmates help to finish it.

Analysis:



(Students make use of the verb to be)

- Cartoon images
- Replay
- TPR
- Choir

Date: Thursday, 30th september

Observation: 7

Students 9

Topic: Adjectives

**Observations:**

- The teacher reviews vocabulary by asking students what they recognize on the cards or what they can see.
- The students in choir begin to answer the teacher with some adjectives they have learned such as old, big, tall, or young.
- The teacher uses movements to explain some of the adjectives using her arms upward to indicate height or to the side to indicate that something is big.
- The teacher gives them instructions on what to do with the cards she puts around the classroom telling them to touch the card with the adjective she says.
- The teacher asks them to stand up and tells them to be careful when doing the activity, she starts by telling them we are going to touch the tall, tall person.
- The teacher does the same activity over and over again, she just changes the adjective or uses the image on each card to vary the vocabulary.
- The teacher asks them to close their eyes to exchange the place where the cards are placed in order to start the game in a different way.

**Analysis:**

(students touch the cards)

- TPR
- Cards
- Commands

Date: Thursday, 21th october

Observation: 8

Students 9

Topic: Adjectives

Observations:

- The teacher begins by asking if they remember the adjectives using her body to give examples of what they are.
- The teacher starts using cards to ask for which ones they know by showing them one by one while they answer.
- The teacher does the same exercise with the cards by placing them again around the classroom.
- Students ask her if she will do the same activity as last class where they had to touch each card.
- Teacher places the cards around the classroom in parts where they can move and interact.
- The teacher moves the cards so the students do the activity again without remembering the initial position.

Analysis:



(students touch the cards)

- TPR
- Kinesthetic
- Images

### **Appendix 6**

Students' semi- structured interview questions

#### **Students' Interview Questions**

1. ¿Has tenido una clase de inglés que te haya gustado mucho?
2. ¿Qué tipo de actividades te gusta hacer en la clase de Inglés?
3. ¿Qué tipo de materiales te gustan trabajar en las clases?
4. ¿Cómo sería para ti la clase de inglés interesante?
5. ¿Qué tipo de actividades te gusta hacer en la clase de Inglés?
6. ¿Te gusta participar en la clase de Inglés?

**Appendix 7**

Sample of the responses obtained in the student interview

Q	
3031	
1. Entrevistador	¿Has tenido una clase de Inglés que te haya gustado mucho?
2. Estudiante 3031	Sí
3. Entrevistador	¿Cuál?
4. Estudiante 3031	La que más me gustó fue una donde... la clase pasada que hicimos como algo de monstruos como de adivinar como se decía, por ejemplo de la familia y eso
5. Entrevistador	Y que tenían que hacer?
6. Estudiante 3031	Teníamos que decir como se decían en plural o... en singular, decíamos por ejemplo Bu teníamos que decir como se dice en inglés así en plural los monstruos y eso
7. Entrevistador	Muy bien y que tenían la profe les mostraba algo?
8. Estudiante 3031	Como personajes de Pixar como Bu, monster inc. de películas
9. Entrevistador	y porque crees que fue más especial que las otras clases?
10. Estudiante 3031	Porque me divertí mucho y porque pude pasar un momento muy divertido.
11. Entrevistador	¿Qué tipo de actividades te gusta hacer en la clase de inglés?
12. Estudiante 3031	Ehh.. los tipos de actividades me gusta por ejemplo pronunciar las palabras, leerlas y también escribirlas.
13. Entrevistador	Y materiales como juegos guías o canciones
14. Estudiante 3031	A mí lo que más me gusta es leer las guías y libros
15. Entrevistador	En la clase hacen lecturas de libros o guías?
16. Estudiante 3031	nosotros hacemos guías porque lecturas de libros no mucho

## Appendix 8

### Teacher's interview questions

#### Teacher's Interview Questions

1. ¿Para usted qué es educación?
2. ¿Cómo ha cambiado la manera de enseñar idiomas a través de los años?
3. ¿Maneja o conoce teorías de cómo los niños aprenden idiomas? Como estrategias.
4. ¿Desde que fundamento teórico elabora su planeación de clase?
5. ¿Qué conceptos de evaluación maneja en la clase de inglés?
6. ¿Considera que sus estudiantes están motivados para aprender Inglés?  
¿Qué—estrategias usarías para incrementar la motivación?
7. ¿Cuántas actividades maneja en una sola clase y qué desafíos encuentra al momento de diseñar el material para cada clase?
8. ¿Qué opina del material estandarizado como los libros?
9. ¿Utiliza material auténtico en sus clases?
10. ¿En qué momentos considera que los estudiantes se motivan más, cuando usan material estandarizado o auténtico?



