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NACIONALES Y EXTRANJEROS**

RESEARCH REPORT

**THE USE OF AUTHENTIC MATERIALS TO IMPROVE THE
ENGLISH LANGUAGE TEACHING- LEARNING PROCESS**

INFORME DE INVESTIGACIÓN:

**EL USO DE MATERIAL AUTÉNTICO PARA LA
ENSEÑANZA DEL INGLÉS PARA MEJORAR EL PROCESO
DE APRENDIZAJE**

PREVIO AL TÍTULO ACADÉMICO DE:

LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLÉS

LINE OF INVESTIGACIÓN:

INNOVATIVE STRATEGIES AND METHODOLOGIES

FOR ENGLISH LANGUAGE TEACHING

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Yo, PhD. Haydeé Ramírez Lozada, en calidad de directora de esta tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

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STATEMENT BY THE AUTHOR

I, Radmila Rocío Ramírez Valencia, affirm that the investigation in the present report research is unique, authentic, and personal.

The content of this research is a legitimate legal and academic responsibility of the author and PUCE Esmeraldas.

Radmila Rocío Ramírez Valencia

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DEDICATION

"I dedicate this work to the English teachers of PUCESE and to all the educators who are passionate and committed to transforming education, breaking barriers, and promoting quality educational inclusion."

ACKNOWLEDGMENT

First of all, I thank God for giving me the strength not to give up and the wisdom to keep going no matter what.

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ABSTRACT

This research explored the contribution of authentic materials in English language teaching and learning. The aim of this study is to explore perceived and methodological guidelines for enhancing English language learning using authentic materials. A survey was conducted to assess students' and teachers' perceptions of the effectiveness of authentic materials. Research shows that authentic materials can improve communication skills by providing the right context, increasing natural language comprehension, and encouraging interaction. Furthermore, students and teachers value these resources, which increases their motivation to participate in classroom activities. However, challenges such as language barriers and material selection were also identified. The study concludes that the integration of authentic materials aligned with pedagogical guidelines is an effective strategy for developing communicative competence, provided that the materials are carefully selected and appropriate to the students' level of proficiency and motivation.

Keywords: *English language teaching, authentic materials, teaching methodologies, student motivation*

RESUMEN

Esta investigación exploró la contribución de los materiales auténticos en la enseñanza y el aprendizaje del idioma inglés. El objetivo de este estudio es explorar las pautas percibidas y metodológicas para mejorar el aprendizaje del idioma inglés utilizando materiales auténticos. Se realizó una encuesta para evaluar las percepciones de los estudiantes y los maestros sobre la efectividad de los materiales auténticos. La investigación muestra que los materiales auténticos pueden mejorar las habilidades de comunicación al proporcionar el contexto adecuado, aumentar la comprensión del lenguaje natural y fomentar la interacción.

Además, los estudiantes y los maestros valoran estos recursos, lo que aumenta su motivación para participar en las actividades del aula. Sin embargo, también se identificaron desafíos como las barreras del idioma y la selección de materiales. El estudio concluye que la integración de materiales auténticos alineados con las pautas pedagógicas es una estrategia eficaz para desarrollar la competencia comunicativa, siempre que los materiales se seleccionen cuidadosamente y sean apropiados para el nivel de competencia y motivación de los estudiantes.

Palabras clave: *Enseñanza del idioma inglés, materiales auténticos, metodologías de enseñanza, motivación del estudiante*

INTRODUCTION

Theme presentation

Using authentic materials to teach English in schools has become a methodology focused on improving students' language skills. These resources, which include newspapers, videos, songs, and everyday conversations, are designed specifically for native speakers and provide examples of real-world language use. This research aims to investigate the contribution of this authentic content to English language learning by examining its impact on student motivation and learning outcomes.

A major advantage of using authentic materials in the classroom is that it allows students to experience English in authentic contexts beyond the modified or simplified texts traditionally used in teaching. This approach exposes students to more varied language, leading to a deeper, more meaningful understanding of the language. Furthermore, exposure to English used in everyday life allows students to improve their communication skills and cultural awareness, which are essential for general language proficiency.

Choosing appropriate materials for different learning levels is crucial to maximizing the effectiveness of your classroom. This process involves defining specific criteria for selecting materials to ensure they are accessible, relevant and appropriate for different groups of students.. The results provide a detailed understanding of how these resources impact English language learning and provide useful recommendations for teachers and administrators seeking to improve language learning through the use of authentic resources.

Problem Statement

The use of traditional learning materials, such as textbooks and language exercises, has been common in English courses in schools for decades. However, these resources often have significant limitations in terms of their value and usefulness to students. Outdated materials appear unrealistic and fail to engage students, leading to frustration and poor learning.

Authentic materials that include sources such as news articles, videos, music, and original conversations provide a promising alternative by presenting concrete examples of English use in everyday contexts. These resources focus on native speakers and provide students with many learning opportunities that allow them to develop a deeper and more useful understanding of the language. However, the integration of authentic materials into the curriculum is rarely used or evaluated systematically, leaving gaps in terms of actual effectiveness.

To address these issues, surveys and interviews will be conducted as part of the research process in one school. The data collected will offer a comprehensive view of the effect of authentic materials on English learning, allowing a detailed evaluation of their contribution. Ultimately, this project aims to offer a practical guide for the implementation of authentic materials in the teaching of English, with the aim of improving the quality and effectiveness of language education in the school environment.

How do authentic materials influence students' and teachers' perception of motivation and usefulness in improving English language learning?

Justification

Teaching English in schools faces great challenges in terms of student motivation and learning. Traditional teaching materials often fail to capture the interest of students because they are artificial in nature and have no connection with reality. This project is based on the discovery of alternative methods that make teaching English more practical and desirable. Authentic materials designed for native speakers and used in authentic contexts enable these limitations to be overcome through more hands-on learning.

Introducing authentic materials into the classroom can greatly improve students' language skills. By exposing students to real-world examples of the use of English in a variety of settings, these resources help develop effective communication skills and a deeper understanding of the language. Furthermore, by using materials that reflect everyday life, students understand the importance of English in their environment, increasing their motivation and active participation in the learning process.

Finally, the use of authentic materials can better prepare students to join a globalized world where English is the primary medium. By developing strong language skills and becoming more familiar with authentic language use, students will be better prepared to meet future academic and professional challenges. Therefore, the program aims not only to change the experience of learning English in schools, but also to support the holistic development of students and better prepare them to participate in the international community.

Objectives

General objective

- To explore the perceived usefulness and engagement potential of authentic materials and methodological guidelines for improving English language learning.

Specific objectives

1. To identify types of authentic materials that students and teachers perceive as most beneficial for English language learning.
2. To assess the anticipated effectiveness and engagement of proposed activities and methodological guidelines using authentic materials.
3. To analyze students' and teachers' perspectives on challenges and preferences related to using authentic materials in English classes.

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Scientific-theoretical foundation

1.1.1 Authentic materials

In recent years, the definition and use of authenticity in English language teaching has been widely studied. According to the U.S. Department of State (2022), authentic materials are described to present content and information in a natural context that allows students to use the language as they would in real life.

Additionally, Zazulak (2023) highlights the importance of integrating existing English language learning resources that enrich teaching and improve students' performance in using natural language. The results showed that authentic materials improved linguistic and cultural knowledge and enhanced learning.

1.1.2 Use of authentic materials

Integrating authentic materials into the curriculum allows students to use the language in real-life contexts and to acquire skills that are covered throughout the curriculum. Velazquez et al. (2024) found that students' motivation and interest in learning increases when they are exposed to the language in contexts outside the classroom. Materials are adapted to include lessons and educational activities that clearly require more advanced and continuous learning, promoting skills such as and problem-solving and problem-solving.

Furthermore, by 2024, EFLCafe.net mentions that authentic materials not only help improve students' language skills but also provide benefits by integrating authentic content into the learning environment that promotes behavioral skills and language use in life.

1.1.2.1 Effectiveness of authentic materials

According to Colorado and Eussa (2023), the use of authentic materials in foreign language learning can greatly enhance language learning. When a teacher understands what motivates learning, he or she can create a positive learning environment that fosters student confidence. Studies have shown that students who are relaxed and happy learn better in a short period of time (Dulay, Burt, & Krashen, 1982).

Lopera Ruiz and Soto Guerra (2018) discussed an article by Al Azri and Al Rashd (2014) in which he states that some researchers have found positive effects of authentic materials, such as increased learner motivation and exposure in real language environments.

Furthermore, authors Herrington and Oliver (2000), Herod (2002) and Nunan (1988) discussed different perspectives and notion on the use of authentic materials in teaching and learning, and emphasize the communicative approach to language learning since 1960.

Finally, they mention three approaches used by teachers:

Communicative, material-oriented and humanistic. All these approaches focus on different aspects of the learning process, such as: the use of authentic texts, classroom interaction, and the relationship between students' emotions and the construction of their knowledge (Lopera Soto, 2018, p. 21).

1.1.2.2 Identifying Authentic Resources Suitable for Learning

According to Punina Tiviano (2018), the material must be analyzed in advance, taking into account the skills to be developed, the presentation and perspective of the material, the nature of the material and the simplicity in its use. In addition, the learning materials must be adapted to the level and age of the students, their needs and interests, respecting the

characteristics of the group and allowing them to participate in the selection of the material and in the teaching “(p. Consider the following points of view:

- ✓ To perform a prior analysis.
- ✓ To respect the characteristics and level of the group.
- ✓ To adapt the content of the materials in the classroom.
- ✓ To allow students to participate in the selection of materials.

1.1.2.3 Types of Authentic Materials

- **Printed material:** This category includes:

Newspapers, magazines, posters, maps, books, among others. Information can be modified and photocopied. However, excessive use can be monotonous and less motivating for students (Quiñonez, 2020, p. 9).

- **Video material:** The various formats include:

Television programs, documentaries, movies, interviews, and recordings shared on social networks. Being audiovisual, this material offers multiple examples in real language contexts and also favors understanding through oral language, gestures, intonation, and other paralinguistic elements, which facilitates the interpretation of the speech (Quiñonez, 2020, p. 9).

- **Auditory material:** Includes resources such as:

Songs, radio programs, and podcasts. Dialogues developed in laboratories are the most used, although they do not always represent the real use of the language. Songs

are also a frequent resource, although they are often used only for entertainment or to fill gaps in class (Quiñonez, 2020, p. 9).

Fernández (2023) mentions that songs in English motivate students and create a more active, fun and dynamic learning environment, facilitating language learning without feeling stressed and without much effort since it improves attention and provides cultural knowledge. (Fernández, 2023, p. 10).

- **Multimedia material:** The Internet provides access to a wide variety of content such as:

Texts, audios and videos, making it a source of authentic materials. However, this massive availability also implies a challenge, since not all the information found is suitable for students. Some content may contain linguistic errors or not be adapted to their level, which could lead to demotivation and affect learning (Quiñonez, 2020, p. 9).

1.1.2.4 Advantages of the Use of Authentic Materials

Ghafar et al. (2023) point out several advantages of using authentic material in English classes:

Improving language proficiency : Authentic materials help students improve their skills in all areas of the language, such as pronunciation, grammar, vocabulary and listening comprehension.

Connection to the real world: Students can apply what they learn in class to real-life situations, improving their communication skills and cultural understanding

Increased motivation: The use of authentic material increases students' interest in learning because they find the content relevant .

They understand the culture of native speakers: Authentic material allows students to better understand the habits and expressions of the target language users (p. 49).

1.1.2.5 Disadvantages of the Use of Authentic Materials

Ghafar (2023) also listed several disadvantages of using authentic materials in ELT:

Difficulty in selection and adaptation: Selecting and adapting materials to students' specific levels and needs requires time and effort on the part of the teacher (p. 50).

Language complexity: Some authentic materials contain vocabulary and complex grammatical structures that are difficult for elementary and secondary students to understand.

Student cognitive load: If not simplified, authentic materials can be confusing and frustrating for students, making learning difficult and affecting motivation.

Cultural differences: Some materials reflect cultural content that may be difficult for students to understand, leading to misunderstanding or loss of interest (p. 50).

1.1 .2.6 Effects of Using Authentic Materials

Some teachers choose not to include authentic materials in their lessons for a variety of reasons, such as materials that are irrelevant, difficult to understand, too broad or narrow, irrelevant content, and do not suit students' learning styles. Abad & Narvez Chica, 2013. On the other hand, Ianeiro (cited and Arsentales Abad & Narvez Chica, 2013) authentic materials help students to connect language learning with the real world. Helps motivate

learning a new language "When teachers know students' motivation, they can plan lessons to achieve these goals" (Ianiro, cited and Arcentales Abad & Narváez Chica, 2013).

“Teachers must understand that each student has unique and individual needs and desires. Freda Misha divides learning into five categories: using physical objects combined with seeing, hearing and feeling; In dealing with other people: extroverted." or introverts who take advantage of opportunities: Spontaneous and intend to ask concrete questions: closed and open students and ideas: universal and logical (Misha, cited in Arcentales Abad and Narvaz Chica, 2013, pp. 29-30). Various There are types and methods of learning, but it is difficult to know which one is better, because a certain style is appropriate and useful in a certain situation, but not another (Arcentales Abad & Narváez Chica, 2013).

1.1.3 Literature review

The literature review shows that authentic content is important for English language learning for students and teachers. The use of authentic materials for teaching English as a foreign language (EFL) has been the subject of many studies that agree on its benefits in improving students' language skills, especially in listening and speaking. The articles reviewed: Chimbo and Narváez (2022), Siza (2021), Sojos (2021), Pérez et al. (2024), Cevallos & Pauta (2021), Lembarek (2024), Punina (2018), and the Ministry of Education of Ecuador (2016), present coincidences and differences in several aspects.

All the reviewed studies agree that authentic materials provide exposure to a real and cultural context, which contributes to meaningful learning. Siza (2021) and Chimbo & Narváez (2022) highlight that authentic materials such as real audios, YouTube videos, help improve fluency and accuracy in oral and listening production.

Cevallos & Pauta (2021) and Sojos (2021) also highlight that materials motivate students by connecting them to real-life contexts. Punina (2018) emphasizes that integrating authentic news, such as BBC News, improves listening comprehension and provides a real-life language environment. The Ministry of Education of Ecuador (2016) also supports the importance of authenticity in English language learning, as it allows students to use and apply the language in real and meaningful contexts.

In the analyzed studies, some types of authentic materials used in the EFL classroom were identified. Chimbo & Narváez (2022) emphasize audios, such as podcasts and radio programs. Siza (2021) focuses on the use of YouTube videos, Pérez et al. (2024) and Lembarek (2024) reinforce that the use of audios, videos and texts encourages interaction in the classroom, an idea that is also supported by Punina (2018), who emphasizes the use of international news, on the other hand, The Ministry of Education of Ecuador (2016) suggests that authentic resources such as stories, songs, and visual material be used to reinforce the language.

Students' engagement and motivation regarding authentic materials are highlighted in all the studies analyzed. Sojos (2021) and Pérez et al (2024) point out that students show greater interest in exploring various topics through authentic materials.

Cevallos & Pauta (2021) agree that both students and teachers have positive perceptions in the use of these materials, and emphasize the importance of properly selecting these materials to overcome challenges.

Common challenges were also identified in the implementation of these materials in the classroom. Cevallos & Pauta (2021) and Sojos (2021) agree that the complexity of

authentic material and the need to adapt it to the level of all students represent obstacles. Pérez et al. (2024) and Lembarek (2024) state that the lack of technological resources and the workload for teachers are important barriers. Punina (2018) mentions that the lack of teacher training makes it difficult to properly select materials.

Information and Communication Technologies (ICT) is a widely recommended strategy using authentic materials. Punina (2018) and Siza (2021) mention implementing digital resources such as BBC News facilitates exposure in real contexts.

Lembarek (2024) and Pérez et al. (2024) propose some interactive strategies such as audiovisual activities, debates and text análisis.

The reviewed studies agree and suggest that teacher training is essential for the implementation of authentic materials. Cevallos & Pauta (2021) and Sojos (2021) recommend the strategic use of these resources and careful planning. Pérez et al. (2024) emphasize that activities should be designed with clear objectives so that they can facilitate student participation. This idea is supported by Lembarek (2024), who emphasizes a well-structured approach to teaching listening comprehension.

1.1.4. Piaget's theory of cognitive development

Piaget's (1952) theory of cognitive development emphasizes learning as a function of interaction and maturation. According to this theory, students learn best when they participate in experiences that match their level of cognitive development.

Authentic materials in the language learning process are effective because they allow students to interact in the real context of the language and help develop language skills

(Nurkholida, 2018, p. 62). According to Nurkholida (2018, p. 63) highlights that Piaget's theory on learning should be based on experience, since experimenting with authentic materials improves language comprehension.

It also highlights the importance of adapting activities to the level of cognitive development of the students. For example, children in the 7 to 11 stage of the process can use authentic materials such as images, videos and role-playing games, while adolescents over 12 years old can use slightly more complex authentic texts such as magazine articles or news (Nurkholida, 2018, p. 64).

1.1.5. Bruner's Constructivist Theory

Bruner (1960) in his theory learning is a process of discovery and scaffolding in which students build their own knowledge through experiences, this theory is linked to the use of authentic materials in language teaching.

Authentic materials and Scaffolding

The concept of scaffolding implies that teachers provide support for students to learn skills. For example, a video resource may be difficult for a student to read, so it should be prepared with guided activities to facilitate learning. Similarly, an article can be accessible to understand if vocabulary is taught before reading.

Involve. Authentic materials engage students better because they see the real relevance of what they are learning. This relevance increases motivation and encourages students to play an active role in the learning process.

Authentic Materials and Spiral Curriculum

Bruner presents the spiral curriculum, where topics are addressed again and thus expand the levels of complexity at each level:

- A beginner can use materials such as simple images to learn basic vocabulary.
- An intermediate level can already analyze real articles. And finally,
- An advanced level can already debate academic articles or news.

Authentic material and Discovery-Based Learning

Bruner highlights the idea that when students discover knowledge for themselves they learn better because they learn it in an active rather than passive way and using authentic materials helps them explore and interpret information in real contexts and apply the language in practical situations.

1.1.6. Vygotsky's sociocultural theory

According to Lev Vygotsky's (1968) sociocultural theory, language is closely related to the social environment, i.e., the meaning of language changes depending on the environment. Vygotsky emphasized that development is closely linked to the social environment and argued that learners can only acquire language skills most effectively in environments where language is used naturally.

Language is understood and shaped through interaction with the environment, which highlights the importance of exposing learners to authentic language use in real interactions. To facilitate these authentic interactions, teachers should try to create classroom situations that reflect real life and use authentic materials to enhance the learning experience.

Sociocultural and authentic material approach

Vygotsky (1968), language is closely related to the social environment, i.e., language can have different meanings when used in different contexts. According to this approach, language development is facilitated when learners interact with their environment in authentic communicative contexts to understand and produce words. In this case, in order to acquire authentic language skills, learners must be exposed to authentic communicative situations and this can only be achieved through exposure to authentic material.

Vygotsky also stresses that “language and culture provide the context in which human beings experience, communicate and understand reality” (Vygotsky, 1968, p.) According to this theory, the most effective learning takes place through socialization, in which language becomes the zone of immediate development. (Kirana, 2014, p. 128)

1.2 ANTECEDENTS

Several studies on authentic materials have been carried out and taken into consideration.

Punina (2018) investigated the importance of using BBC news as authentic material to improve listening comprehension among B1-level students at Ambato Polytechnic. The research design had a quantitative and qualitative approach, the sample of 270 students and 12 teachers. Results showed that lecturers did not use English news frequently, although they recognized that the inclusion of English news could improve comprehension in authentic contexts. The study concludes that BBC news is beneficial for English language development.

Chimbo and Narváez (2021) examined the effects of using authentic listening material on listening comprehension in English classrooms in Cuenca, Ecuador. Based on a literature review, they found that the materials improved students' pronunciation, comprehension and motivation to learn by presenting the language in a more natural way. To obtain data, a descriptive bibliography was carried out, 20 articles from 2012 were analyzed, the results obtained revealed that the use of audio materials is beneficial for students to develop listening skills, improvement was found in pronunciation and comprehension, as well as increased motivation. the students.

Cevallos and Pauta (2021) reviewed the literature on the use of authentic materials in the English language classroom, 21 articles with different instruments at different levels were selected for review. Studies have shown that both students and teachers have positive attitudes toward using authentic resources. The results of their analysis showed that both teachers and students positively evaluated the inclusion of authentic materials in the

classroom, suggesting that these materials can be used as a starting point for effective teaching strategies in the English language classroom.

Siza (2021) investigated the impact of authentic materials on oral English performance at the Universidad Luis Martinez de Educación Tecnica in Ambat, Ecuador. A total of 50 candidates, 25 students from classes A and B, participated in this pilot study. Finally, taking into account all the benefits of using the above nonfiction materials and other strategies to improve oral skills. She found that using YouTube videos and other authentic materials increased students' confidence and enabled them to communicate in English in real-life situations.

Sojos (2021) investigated the effectiveness of using ICT and authentic materials to develop spoken English in Cuenca, Ecuador. Twenty-one studies were selected and evaluated according to specific inclusion and exclusion criteria. The studies reviewed highlighted the effects, perceptions and attitudes generated by the use of these resources. The results obtained revealed that the use of these resources improved the students' performance and interaction in English, increasing their participation and comfort with the content taught.

Perez, Diaz, Velasquez and Ortega (2014) studied the impact of authentic materials on the development of English writing in Colombian public schools. This study focused on the effects of authentic materials on seventh grade students' writing skills. Using a mixed-method approach, we examined how the use of authentic texts affected students' motivation, confidence, and writing skills. The results showed that the combination of these resources increased students' interest and motivation, which was important for developing their writing skills. Furthermore, exposure to culturally relevant content contributed to a greater

appreciation and understanding of language, highlighting the importance of including authentic materials in learning activities to enhance learning processes.

Limbarek (2024) investigated the benefits and difficulties of integrating authentic materials into listening comprehension lessons at Walla High School. Through this analysis, teachers can better understand strategies for using these resources to develop students' listening skills and improve their understanding of the language and culture. The design was descriptive-exploratory and the sample was 40 teachers. Results showed that most teachers used authentic materials such as videos, films, newspapers, and podcasts in their listening comprehension lessons, but they also highlighted the need to adapt activities to improve their effectiveness in language instruction.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1 Context

This study was conducted in a school in Esmeraldas Province to examine the use of authentic materials in English language learning.

2.2 Type of investigation

This research had a mixed approach with a descriptive and quantitative and non-experimental design. The main objective was to explore the perceived usefulness and engagement potential of authentic materials and methodological guidelines to enhance English language learning.

By not manipulating the variables, the study focused on analyzing existing situations, collecting data through questionnaires. These approaches contributed to a comprehensive understanding of the challenges and benefits of using authentic materials to develop speaking, listening, reading and writing skills in higher education.

2.3 Population and sample

The population of this study were students from institutions and English teachers from a local educational institution located in the city of Esmeraldas.

21 students were selected and the sample was randomly selected to capture a variety of experiences and points of view, 4 teachers were included and the selection was based on their experience with the use of authentic materials and their willingness to participate in the research.

2.4 Variables

Dependent variable: The improvement in the learning process

Independent variable: The use of authentic materials.

(The operationalization of these variables is in appendix A)

2 Methods of investigation

Analytical – synthetic: This method was used to examine the literature, breaking down key concepts and establishing relationships between them, contrasting different approaches and generating a more complete view.

Hermeneutics: This method was used to interpret the data collected to understand the perceptions of the research participants.

Inductive – deductive: This made it possible to develop and analyze theories and conclusions from the specific data and reach an overall conclusion.

2.6 Techniques and instruments for collecting data

The main technique used was a survey, a 10-question multiple-choice questionnaire. This instrument was designed to gain a detailed understanding of the contribution of authentic materials to English language learning. The questions are intended to collect concrete data on how these materials affect the teaching and learning of skills, thus allowing for an accurate assessment of their effectiveness.

2.7 Data processing

Survey data was collected in a structured manner and conducted in person at the school. A paper questionnaire translated into Spanish was used to ensure students understood the questions.

Once the survey was completed, the results were entered manually into Microsoft Excel. In this tool, the data was organized according to each question and its options after the process, the percentages of each response were calculated to analyze the preferences of the students and teachers.

Ten charts were created in Excel to visually represent the results. These include bar and circle charts. With this approach, the data is presented in a more complete overview of the survey results.

CHAPTER III

RESULTS

The result of the survey revealed the following:

In relation to the types of authentic materials that are most useful for learning English (Figure 1) the results revealed that most teachers and students (36 %) selected videos and movies, followed by 24% who selected songs and podcasts respectively.

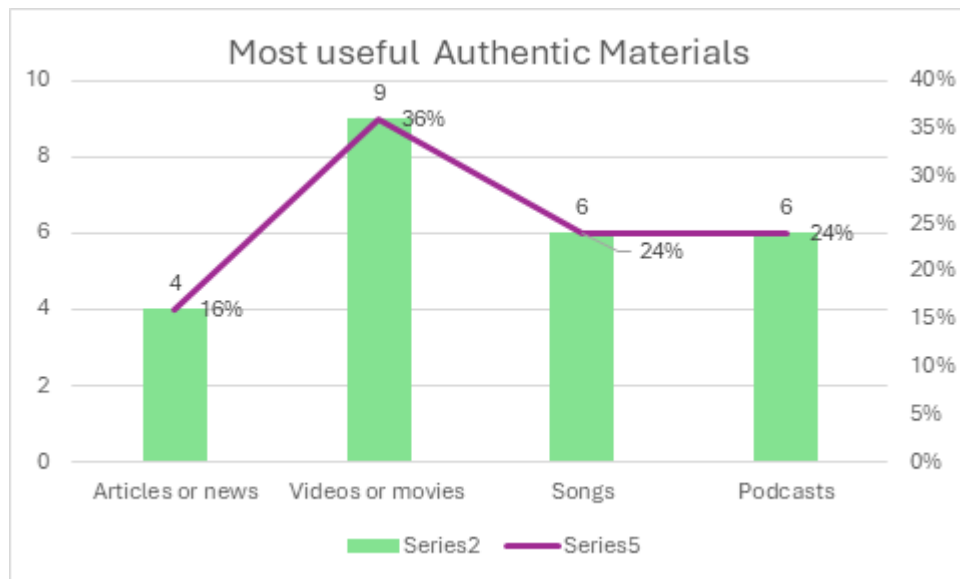


Figure 1

Most useful Authentic Materials

Adapted from: Own elaboration

Regarding the frequency with which students prefer to work with authentic materials in the English class (Figure 2) the results showed that the 40 % of respondents selected the category frequently, followed by 32 % who selected the category always.

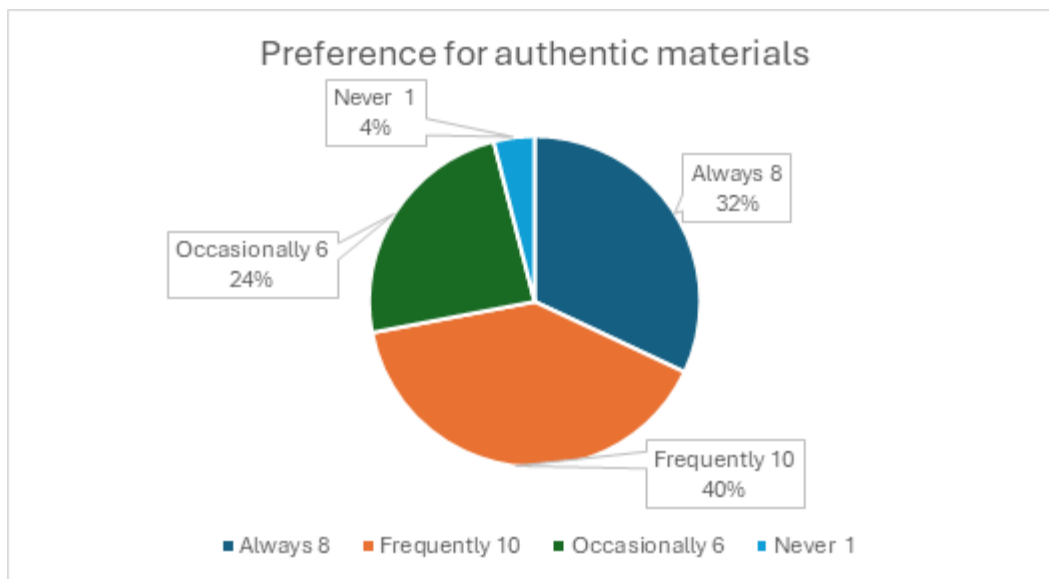


Figure 2

Preference for authentic materials

Adapted from: Qwn elaboration

In accordance with the activities with authentic materials that is found most effective (Figure 3), the results revealed that the highest percentage (40 %) chose watching videos and answering questions, followed by 28 % who selected Role-playing based on real-life situations.

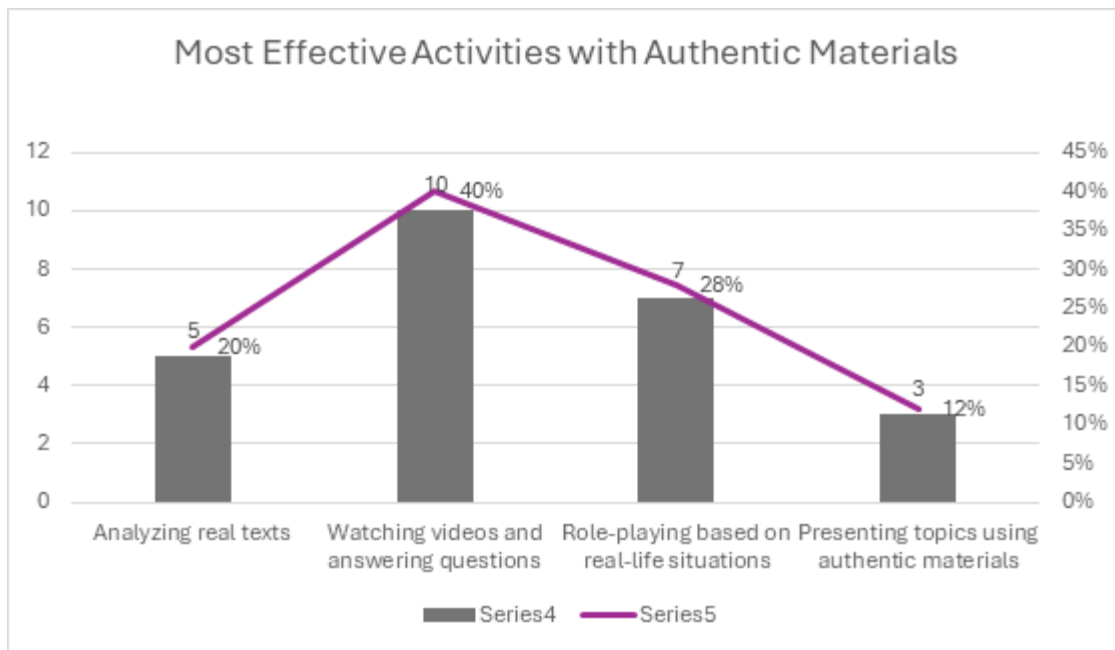


Figure 3

Most Effective Activities with Authentic Materials

Adapted from: Own elaboration

About the most common challenge when using authentic materials in class (Figure 4), the results found revealed that 40 % considered Difficulty in understanding vocabulary or cultural expressions, followed by 32% who referred that the language level is too advanced.

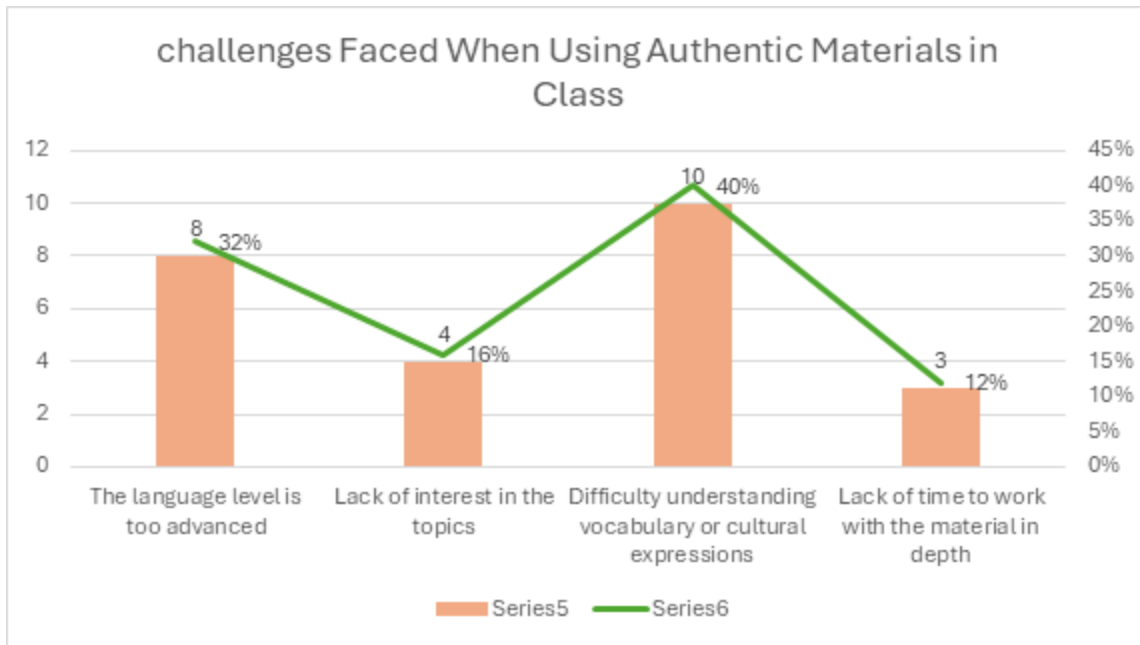


Figure 4

Challenges Faced When Using Authentic Materials in Class

Adapted from: Own elaboration

Regarding the authentic materials of preference to make it easier to understand (Figure 5), the results disclosed that most respondents (36 %) selected the ones that include both audio and visual elements, followed by 28% who selected the ones that relate to your personal interests.

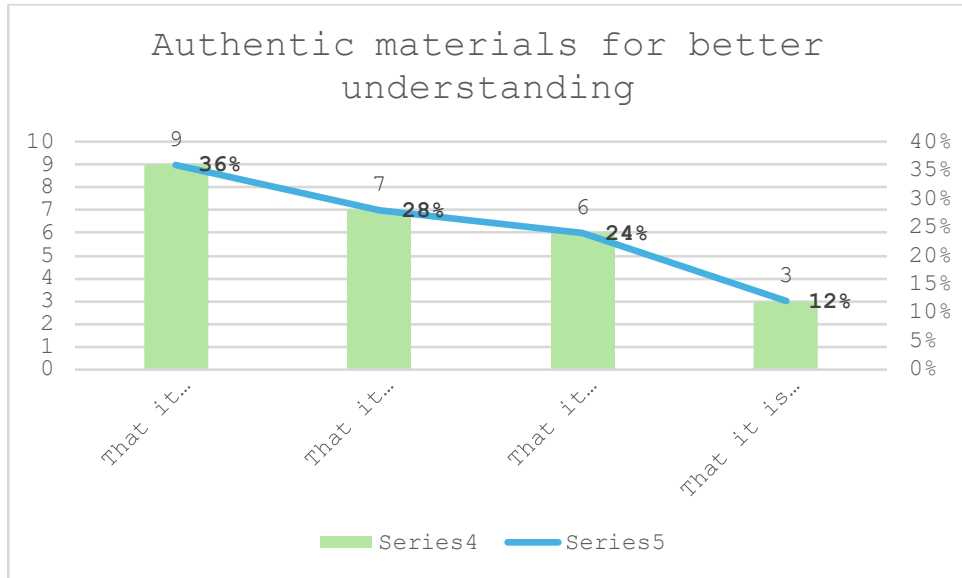


Figure 5

Authentic materials for better understanding

Adapted from: Own elaboration

Concerning to how effective authentic materials are for motivating students to participate in English classes (Figure 6), the results showed that 40 % of the respondents chose the category Very effective, followed by 36 % who selected Somewhat effective.

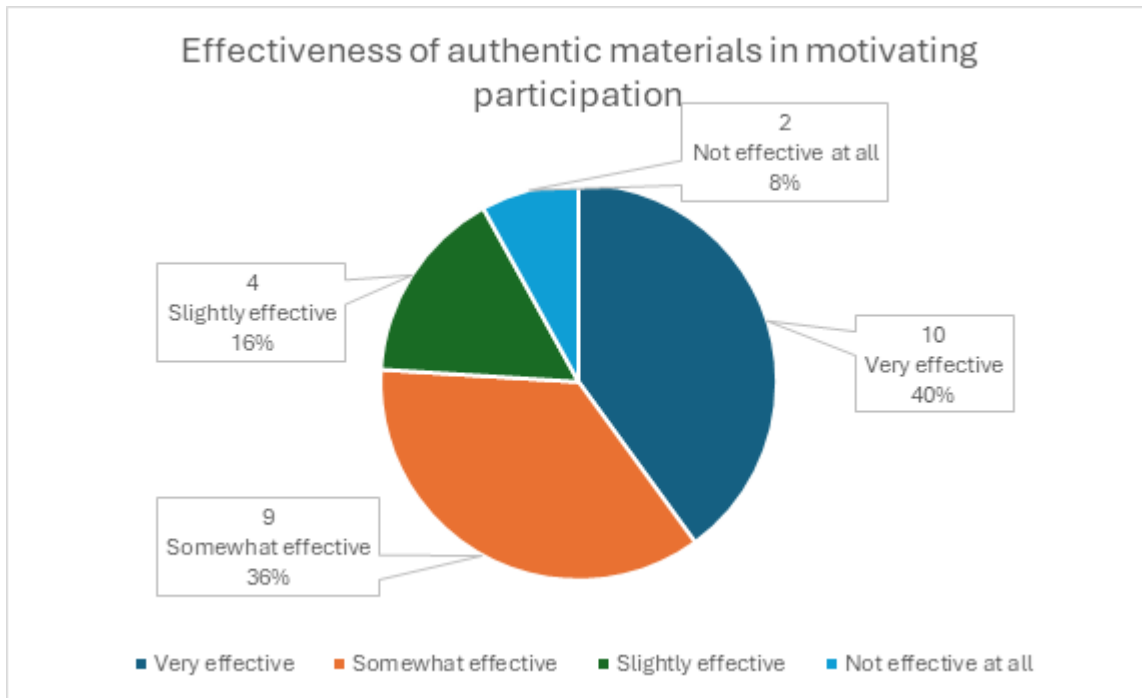


Figure 6

Effectiveness of authentic materials in motivating participation

Adapted from: Own elaboration

In relation to how clear methodological guidelines are for using authentic materials (Figure 7), the results disclosed that 40 % chose "Somewhat effective", whereas 32 % chose the category very effective.

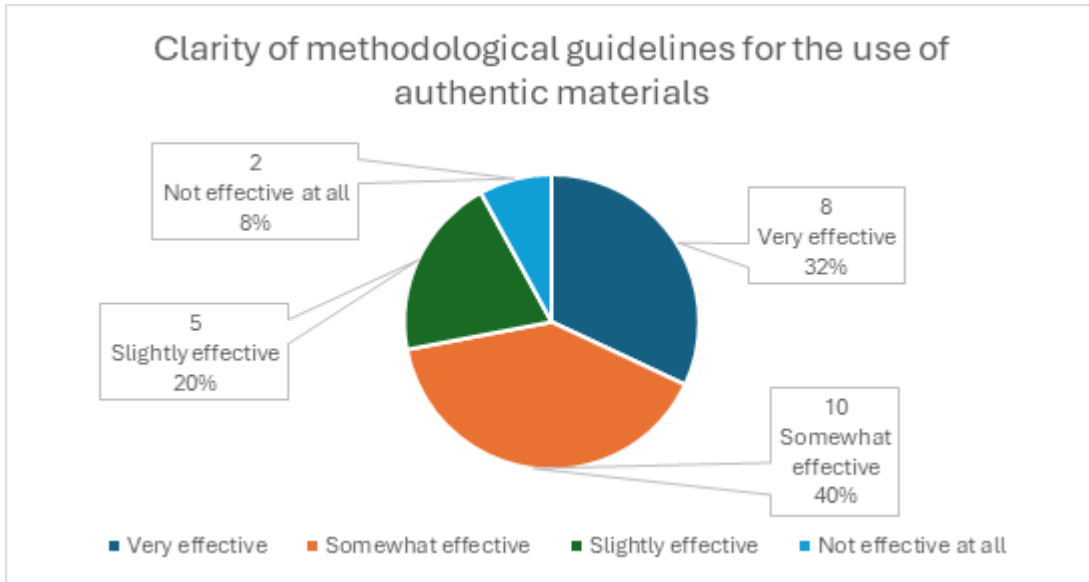


Figure 7

Clarify of methodological guidelines for the use of authentic materials

Adapted from: own elaboration

Regarding the effectiveness of methodological guides using authentic materials (Figure 8), the result showed that 40% of respondents considered the category Somewhat effective, followed by 36% who selected the category Very effective.

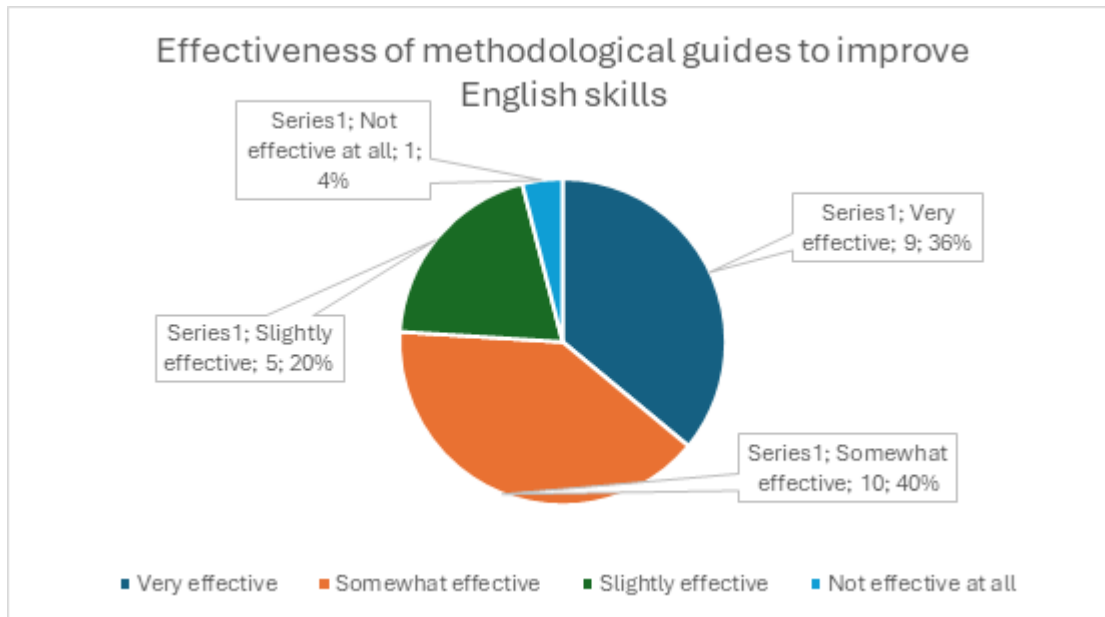


Figure 8

Effectiveness of methodological guides to improve English skills.

Adapted from: own elaboration

In accordance with the selected items that teachers use when incorporating authentic materials in class (Figure 9), the results indicated that 60% of teachers provided support and explanations during the process, 48% provided step-by-step tasks during the activity.

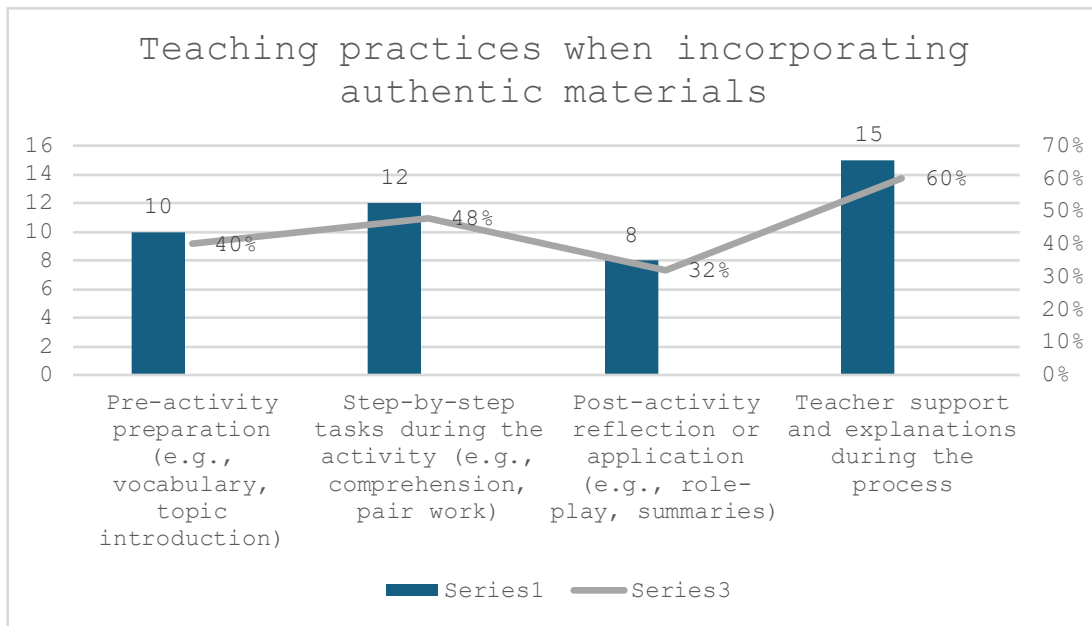


Figure 9

Teaching English when incorporating authentic materials.

Adapted from: Own elaboration

About the most beneficial practices for learning with authentic materials (figure 10), the result disclosed that most respondents (60%) selected the ones Teacher support and explainTasks during the activity, Followed by 48% were considered step-by-step tasks during the activity.

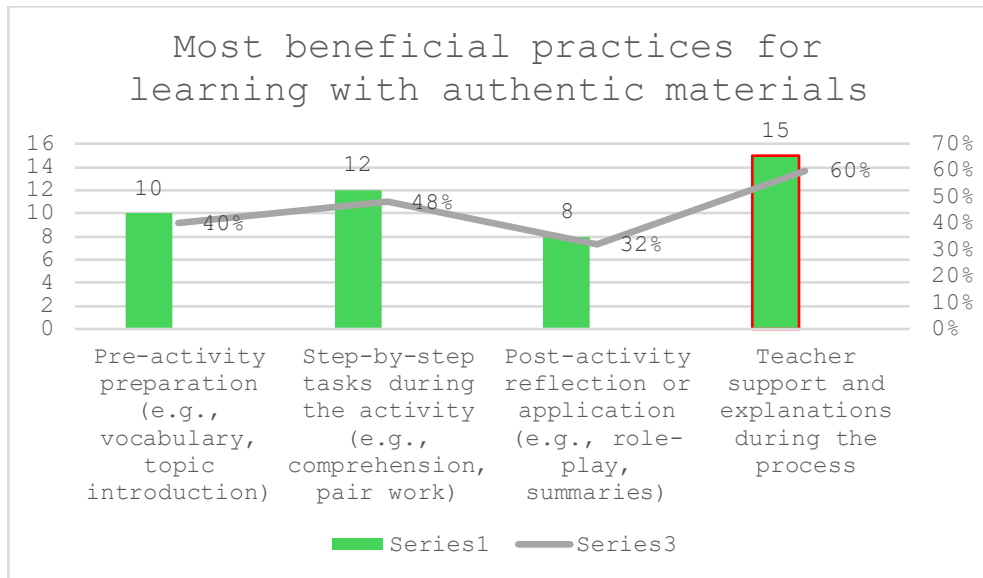


Figure 10

Most beneficial practices for learning with authentic materials

Adapted from: Own elaboration

PROPOSAL

1. Objectives

- To enhance students' experience using authentic materials in real-world contexts.
- To develop listening, speaking, writing, and reading skills through engaging and culturally appropriate content.
- To foster cultural awareness and motivation in language learning.

2. Selection Criteria for Authentic Materials

- What structure will the students practice?
- What topics can I adapt that will be interesting for my students?
- What types of resources can motivate students to participate and use English actively?

3. Types of Authentic Materials

Printed Materials:

- Newspapers
- Magazines
- Brochures
- Restaurant menus

Visual Materials:

- Videos
- Advertisements
- Infographics
- Film clips

Digital Materials:

- Social media posts
- Online forums
- Blogs

- Online forums

Audio Materials:

- Songs
- Radio programs
- Podcasts
- Real-life conversations and dialogues
-

4. Implementation Strategies

4.1 -Activity (Preparation)

VOCABULARY WITH IMAGES AND PODCASTS

Duration: 40 minutes

Objectives:

- Understanding new words before interacting with authentic material.
- Improving speaking, reading, and writing skills

Materials:

- Notebooks
- List of 5 to 10 words
- Images related to the vocabulary
- Examples of sentences that use the vocabulary in the context of the audio .

Procedures:

- **Selecting the audio:**

Choose clips or recordings that include the words you are studying, and that are from real contexts such as dialogues or stories.

- **Preparing the context:**

Before listening, remember the vocabulary already studied and explain what they should look for in the audio (context and pronunciation).

- **Playing the audio:**

Listen to the recording in class, play it two or three times so that everyone understands the information well.

- **Analysis and note-taking:**

Students should pay attention to how the words are used and should take notes on their pronunciation and the context in which they appear.

- **Group discussion:**

After listening, organize a group discussion for students to share their notes and explain what they understood about the meaning of the words in the given context.

- **Comparison and validation:**

Compare the ideas and notes that students took with the definitions and examples written on the board to verify that the information is correct.

- **Practice and repetition:**

If necessary, repeat the process with other similar audios and have the students practice repeating the words and using them in new sentences.

4.2 INTEGRATING VIDEO MATERIALS

Activity 2: Active listening using audio

Duration: 30 minutes

Objectives:

- To improve listening comprehension and inference skills.
- To encourage summarizing in English.

Materials:

- Short video (2-3 minutes) related to students' interests.
- Worksheets with questions

Procedure:

1. Play the first part of the video without subtitles and ask students to tell what the topic is about.
2. Play the full video and ask students to take notes.

3. Students discuss their understanding and complete the worksheet in pairs.
4. Class discussion to compare answers and clarify any doubts.

Activity 3

COMPLETE THE LYRICS OF A SONG

Duration: 20 minutes

Objectives:

- Improve listening skills by focusing on pronunciation.
- Improve vocabulary retention through interactive activities.

Materials:

- Song lyrics with missing words.
- Audio or video of the song.

Procedures:

1. Play the song and allow students to listen to it without viewing the subtitles.
2. Provide the worksheet and have students fill in the blanks as they listen to the song.
3. Play the song and review the correct words together.
4. Analyze the meaning of unknown words in context.
5. Evaluation and assessment

To measure progress teachers can use observation checklists.

- Quizzes: assess vocabulary and comprehension.
- Self-assessment surveys: allow students to reflect on their learning experience.
- Rubrics: assess speaking and listening activities.

CHAPTER IV

DISCUSSION

The results of this study show that both learners and teachers believe that authentic materials play a key role in English language learning as they provide a real-world context that promotes the development of communicative skills.

The results show that videos and films are the most valuable authentic materials, followed by songs and podcasts. These results are consistent with studies by Chimba and Narvaez (2022) and Siza (2021) that highlight the importance of multimedia materials in improving listening comprehension and oral expression. Cevallos and Pauta (2021) pointed out that the selection of videos and films has been consolidated as key audiovisual media that contribute to improving student participation. In addition, Sojos (2021) and Pérez et al. (2024) highlight that students showed greater interest when interacting with real contexts in the classroom.

Research results indicate that methodological guidelines when using authentic materials are often effective but that there is still room for improvement in design and precision. Research by Cevallos, Pauta (2021), and Sojos (2021) highlights the importance of adapting these resources to the different contexts and learning levels of students. In addition, Pérez et al. and Limbark (2024) emphasize teacher training since it is very necessary for teachers to use innovative strategies, such as designing activities, selecting the appropriate materials depending on the needs and learning levels. In this way, students can be kept motivated in the learning process.

Respondents prefer visual and auditory resources, indicating that the resources are more effective for learning English. These results are consistent with studies by Punina

(2018) and Siza (2021), who also highlighted that multimedia resources help improve student comprehension and engagement.

The results showed that one of the challenges when using authentic materials is the linguistic complexity of these resources, which represent obstacles such as understanding vocabulary and advanced concepts, especially for students with a low level of English. These barriers coincide with the studies by Cevallos and Pauta (2021) and Sojos (2021) and to minimize these problems, Pérez et al. (2024) highlights the importance of selecting accessible materials and adapting them to the needs of students to prevent them from becoming easily frustrated.

In addition, another challenge was identified, which is the lack of technological infrastructure in the classroom. However, Siza (2021) and Punina (2018) point out that some students lack access to technology and this creates a gap and makes it difficult to participate equally in activities, and this is also mentioned by Pérez et al. (2018).

This study shows that teachers provide support and also use authentic materials in classes, which coincides with existing studies and emphasizes the importance of teacher-directed and structured activities to meaningfully take advantage of authentic materials (Cevallos & Pauta, 2021; Pérez et al.).

CHAPTER V

CONCLUSIONS

This investigation concludes that:

- The use of authentic materials such as videos and films go beyond promoting language skills; it also increases students' motivation by interacting with authentic materials that capture their attention and interest.
- Methodological guidelines with well-defined structures, clear directions in planning and the incorporation of authentic materials allow learning to be more interactive and meaningful.
- The main barriers to using authentic materials in the classroom are the lack of technological infrastructure and language barriers. These challenges limit the effectiveness of the English language teaching-learning process.

CHAPTER VI

RECOMMENDATIONS

- To take advantage of resources, it is essential to select authentic materials according to the needs and levels of the students. In addition, it is essential to develop innovative strategies that integrate these materials effectively in the classroom.
- It is necessary to establish methodological guidelines that allow effective and consistent implementation to define the sequence of activities, learning objectives and evaluation strategies.
- In relation to the barriers that students and teachers face when using authentic materials, it is essential to use support strategies such as illustrations, images and comprehension questions before, during and after the activity to facilitate engagement and encourage active participation of students.

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APPENDICES

Appendices: A Operacionalization of variables

Variable	Conceptual definition	Operational definition	Dimensions	Indicators	Technique	Instruments	Items
Authentic Materials	Teaching English is instructing people in the English language with a variety of methodologies and activities that teachers use to impart skills thought writing and speaking	It is a process by which the teaching of the English language is taught in institutions	Types of Materials Relevance Accessibility	Specific types of materials proposed (Newspapers, videos, etc) Alignment of materials with language learning objectives Ease of access and	Survey Focus group Documentary study.	Questionnaire	10

				accessibility in class			
Methodological guidelines			Instructional strategies Lesson Planning Student engagement	Proposed methods for integrating materials (Task-based learning, Discussions, etc) Feasibility and structure of lesson planning with authentic materials. Anticipating engagement techniques. (e.g., interactive activities, group work)	Survey, Focus group Documentary study, survey Survey, focus group	Questionnaire	10

Questionnaire

Survey Objective:

To assess students' and teachers' perceptions of the usefulness, challenges, and impact of authentic materials in English language learning to identify the most useful types, the most effective activities, and their preferences related to their use in the classroom.

1. What type of authentic materials do you find most useful for learning English?

- a) Articles or news
- b) Videos or movies
- c) Songs
- d) Podcasts

2. How often do you prefer to work with authentic materials in your English classes?

- a) Always
- b) Frequently
- c) Occasionally
- d) Never

3. Which activity with authentic materials do you find most effective?

- a) Analyzing real texts
- b) Watching videos and answering questions
- c) Role-playing based on real-life situations

d) Presenting topics using authentic materials

4. What do you think is the most common challenge when using authentic materials in class?

a) The language level is too advanced

b) Lack of interest in the topics

c) Difficulty understanding vocabulary or cultural expressions

d) Lack of time to work with the material in depth

5. What do you prefer in an authentic material to make it easier to understand?

a) That it includes both visual and audio elements

b) That it relates to your personal interests

c) That it includes clear explanations from the teacher

d) That it is short and straightforward

6 . How effective do you think authentic materials are in motivating you to actively participate in English classes?

a) Very effective

b) Somewhat effective

c) Slightly effective

d) Not effective at all

7. How clear do you find the instructions or steps (methodological guidelines) provided for using authentic materials in your English classes?

a) Very clear

b) Somewhat clear

c) Slightly clear

d) Not clear at all

8. How effective are the methodological guidelines in helping you improve your English skills when using authentic materials?

- a) Very effective
- b) Somewhat effective
- c) Slightly effective
- d) Not effective at all

9. Choose the item or items that your teacher (s) use (s) when including authentic materials in class?

- a) Pre-activity preparation (e.g., vocabulary, topic introduction)
- b) Step-by-step tasks during the activity (e.g., comprehension, pair work)
- c) Post-activity reflection or application (e.g., role-play, summaries)
- d) Teacher support and explanations during the process

10. Which of the items do you find most beneficial for your learning process?

- a) Pre-activity preparation (e.g., vocabulary, topic introduction)
- b) Step-by-step tasks during the activity (e.g., comprehension, pair work)
- c) Post-activity reflection or application (e.g., role-play, summaries)