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Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Authentic materials and grammar acquisition among middle basic education students at an educational institution in Loja, school year 2023-2024

Materiales auténticos y adquisición de la gramática en estudiantes de educación básica media de una institución educativa de Loja, año lectivo 2023-2024

> **Trabajo de Integración Curricular, previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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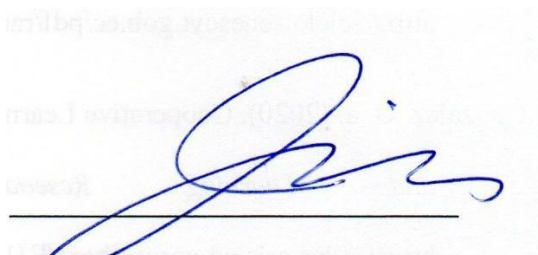
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Dedication

First and foremost, I dedicate this research work to God, whose unwavering guidance and wisdom have been my constant inspiration. To my beloved mother, Yolanda, and my family, whose endless support and words of encouragement have been my greatest source of strength. Their love and faith in me have helped me overcome every obstacle. Then to my dear friends, who have been by my side through all the ups and downs, offering me their constant support and love. Last but not least, with sincere gratitude, I dedicate this research to my English teachers, whose dedication and knowledge have not only educated me, but also instilled in me the persistence necessary to overcome all challenges.

Nathali Silvana Jaramillo Yunga

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1. Title

Authentic materials and English grammar acquisition among middle basic education students at an educational institution in Loja, school year 2023-2024

2. Resumen

En el proceso de enseñanza-aprendizaje del idioma inglés, la adquisición de la gramática es fundamental para construir una comunicación significativa y precisa. En este sentido, el objetivo principal del siguiente trabajo de investigación fue mejorar las competencias gramaticales del inglés a través de la implementación de materiales auténticos en estudiantes de séptimo grado de un colegio educativo de Loja durante el año lectivo 2023-2024. Además, la metodología utilizada fue un método mixto, basado en la investigación acción práctica. El investigador utilizó un pretest y un post-test como instrumentos para recoger información numérica sobre el desempeño gramatical de los estudiantes antes y después de la implementación del plan de intervención, y un cuestionario para recoger datos cuantitativos y cualitativos relacionados con la percepción de los estudiantes sobre el uso de materiales auténticos para mejorar sus habilidades gramaticales. Los datos se interpretaron mediante estadística descriptiva y se analizaron con análisis temático. Los participantes de este estudio fueron estudiantes de séptimo grado de una institución educativa pública de Loja, con una edad promedio de 10 a 12 años. Los resultados indicaron que los estudiantes mejoraron sus subhabilidades gramaticales, como la estructura de la oración, la formación de palabras, el significado gramatical y el uso del lenguaje. Además, los resultados mostraron que los alumnos estaban de acuerdo en que los materiales auténticos, como dibujos animados, revistas, anuncios y canciones, hacían que el aprendizaje fuera más atractivo y relevante, lo que les permitía adquirir el idioma en contexto, crear un entorno de aprendizaje positivo, facilitar su interés y desarrollar sus destrezas gramaticales. Por lo tanto, el investigador concluyó que los alumnos de séptimo percibían positivamente el uso de materiales auténticos porque les ayudaban a mejorar sus destrezas y su adquisición gramatical y lingüística en general.

Palabras clave: *Materiales auténticos, adquisición de la gramática, compromiso estudiantil, percepción de los estudiantes*.

Abstract

In the teaching-learning process of the English language, the acquisition of grammar is fundamental to build meaningful and accurate communication. In this sense, the main objective of the following research work was to improve English grammar skills through the implementation of authentic materials among seventh-grade students of an educational school in Loja during the school year 2023-2024. Furthermore, the methodology used was a mixed method, based on practical action research. The researcher used a pretest and a post-test as instruments to collect numerical information about students' grammatical performance before and after the implementation of the intervention plan, and a questionnaire to collect quantitative and qualitative data related to students' perceptions of the use of authentic materials to improve their grammatical skills. The data were interpreted using descriptive statistics and analyzed with thematic analysis. The participants of this study were seventh-graders of a public educational institution in Loja, with an average age of 10 to 12 years old. The results indicated that these students improved their grammatical sub-skills, such as sentence structure, word formation, grammatical meaning, and language use. Moreover, the results showed that the students agreed that authentic materials such as cartoons, magazines, advertisements, and songs made learning more engaging and relevant, allowing them to acquire the language in context, create a positive learning environment, facilitate their interest, and develop their grammar skills. Therefore, the researcher concluded that the seventh graders perceived the use of authentic materials positively because they helped them improve their grammatical and general language skills and acquisition.

Keywords: *Authentic materials, grammar acquisition, student engagement, student perception*

3. Introduction

Undoubtedly, the global prominence of English has made it a fundamental skill for international engagement. Because of its universal importance, learning English has become an essential goal for people around the world. Mastering the four macro skills - listening, reading, writing, and speaking - is key for effective communication. Among these, the acquisition of grammar is especially important, as it supports the development of these language skills by providing the structural framework necessary for clear and accurate language use. Following this, the learning outcome aligned with the Ministry of Education is that students at the A2.1 level must be able to recognize, understand, and produce simple sentences (Ministerio de Educación, 2019).

Furthermore, as Guardione (2019) mentions, despite the efforts of the Ecuadorian Ministry of Education to prioritize the teaching of English through curricular adjustments, the country remains at a "Very Low" proficiency level according to the English Proficiency Index (n.d.). Likewise, through pre-professional practicum in an educational institution in Loja, the researcher evidenced that seventh-graders face significant challenges with sentence structure, word formation, grammatical meaning, and language use. This was supported by other researchers who also found that students were not able to understand and produce sentences because of educators' reliance on traditional textbooks for grammar instruction which hinders their overall language proficiency and effective communication (Mukhtarovna & Borisovna, 2020).

Based on the aforementioned information, this research paper proposes the application of authentic materials to improve the acquisition of grammar in English. In this regard, the researcher formulated the following central question: How does the use of authentic materials improve the acquisition of grammar in middle basic education students of an educational institution in Loja during the 2023-2024 school year? Furthermore, this general question has been divided into two sub-questions: 1): What is the effectiveness of employing authentic materials in English grammar acquisition? 2: What are the students' perceptions and attitudes regarding the incorporation of authentic materials in their English grammar acquisition process?

Moreover, this research aims to improve the acquisition of grammar in middle school students through the implementation of authentic materials in an educational institution in Loja during the school year 2023-2024. To achieve this purpose, the following specific objectives were proposed: The first objective is to identify the effectiveness of the use of authentic materials in the context of English grammar acquisition. The second objective is to describe the

students' perceptions and attitudes towards the incorporation of authentic materials in their English grammar acquisition process.

Previous studies have demonstrated the importance of using authentic materials to improve learners' acquisition of grammar and its application in real-life situations (Jaelani, 2021; Fitria, 2022). Other researchers have found that these materials help learners develop a deeper understanding of grammatical structures, improve their sentence construction skills, and expand their vocabulary (Mestari & Malabar, 2016). In addition, authentic materials provide learners with engaging and practical contexts for learning, thus fostering a positive learning environment that can motivate and encourage active participation in the language acquisition process (Codina, 2020). Nevertheless, prior studies by Jaelani (2021) and Fitria (2022) revealed a deficiency, as the authors used a limited range of authentic materials to enhance their learners' acquisition of grammar. Therefore, they suggested employing a wider variety of authentic materials to obtain more complete information about their effectiveness in teaching grammar. In that sense, the present research filled this gap by incorporating various authentic materials such as cartoons, magazines, advertisements, and songs to improve seventh-graders' grammar skills.

This study contributed to the educational field for several reasons. First, it demonstrated the benefits of using authentic materials to improve learners' acquisition of grammar. Second, it provided educators with an overview of the impact of these materials on the English language teaching-learning process. Finally, it allowed seventh graders to be immersed in real contexts, giving them the opportunity to understand and apply grammatical structures as they are used by native speakers.

The present research work was conducted over a five-week period with seventh-grade students from an educational school in Loja during the 2023-2024 school year. The researcher used various authentic materials, including cartoons, magazines, advertisements, and songs, to improve students' acquisition of grammatical skills. These materials were used to improve sentence structure, word formation, grammatical meaning, and language use. Although the research was conducted effectively, it faced two main limitations: the short duration of the class intervention and the student's lack of engagement with the printed materials, as they did not find them as interesting as the other resources. Therefore, it is suggested to carry out further research on these issues.

This study is divided into the following sections. The Abstract highlights the general objective, the principal methods, techniques and instruments, main results obtained from the data collected and the primary conclusion of the research. The Introduction includes the

contextualization of the investigated problem, the main problem statement, the reasons for the choice of the theme, the objectives of the study and its importance. The Theoretical Framework provides specific information on the two variables: authentic materials and grammar acquisition. The Methodology section involves the research design, the materials, methods, techniques, and instruments used to collect the information, the population, and a description of the intervention plan. In addition, the Results section includes the fulfillment of the objectives, the pretest and posttest results, and their comparison, as well as a thematic analysis of the questionnaire. Subsequently, the Discussion contains an analysis and comparison of the results with previous studies. The Conclusions describe the achievements obtained after applying the strategy. Finally, the Recommendations offer suggestions based on the results of the study, and the Bibliography lists the books and articles that supported the research.

<center>**4. Theoretical framework**</center>

This theoretical framework aims to comprehensively understand the key variables explored in this research: authentic materials and grammar acquisition. In order to strengthen this framework, pertinent studies and primary sources are included to provide a foundational basis for the project.

4.1   Authentic materials

Authentic material, both in written and spoken forms, is crafted by native speakers and offers audiences insight into real-world scenarios across various settings. Codina, (2020, p. 4) suggests that genuine content typically encompasses instances that arise naturally in environments where the language is actively used by native speakers. Hence, such materials serve as valuable tools for immersing learners in authentic language use, enabling them to acquire vocabulary and phrases that are regularly employed in everyday communication.

Furthermore, it's crucial to acknowledge that genuine content pertains to materials not specifically designed for pedagogical purposes, as they stem from actual interactions among native speakers. Shaxzoda. Z, (2022) elucidates that these resources "are not deliberately organized around particular grammatical structures or vocabulary" (p. 1427). Primarily aimed at facilitating social engagement, these materials also find a significant place in educational contexts to enhance student learning by bridging the gap between theoretical knowledge and practical application in real-life situations.

In the context of language education, the concept of authenticity is associated with the incorporation of materials and practices that accurately represent real-life situations, distinguishing them from contrived or textbook-created content.

4.1.1   Types of authentic materials

There are three varieties of authentic resources that can be selected based on the learner's proficiency and the subject matter's specifics. In this sense, as Fachraini et al., (2019, p. 277) states that authentic resources can come in various forms, including print, audio, and visual mediums found in everyday surroundings, such as newspapers, magazines, photographs, TV, short films, radio broadcasts, among others. These resources collectively provide students with exposure to diverse real-life scenarios, enhancing their familiarity with the language.

Authentic auditory materials. The initial type of authentic materials encompasses auditory forms, including news broadcasts, commercial advertisements, songs, dialogues, and podcasts, all designed to communicate specific messages to the audience. Mostefa et al., (2020) observe that auditory authentic resources significantly benefit students in foreign language classrooms by offering exposure to genuine language use, thereby meeting students' needs more

effectively and fostering a more authentic learning experience (p. 37). Such materials are deemed indispensable in the educational process, facilitating students' direct engagement with the target language.

Authentic video materials. The second type of authentic material pertains to audio-visual resources, such as TV shows, series, animations, and films, recognized as potent instruments for English language acquisition. Iskhokovna & Erkinovna, (2021) underscore the advantage of viewing video segments, where students can observe and unconsciously absorb the nuances of word pronunciation and articulation (p. 2995). This method emphasizes the role of authentic video materials in creating an encouraging learning environment.

Authentic printed materials. Finally, the third type of authentic material involves printed materials like song lyrics, newspapers, menus, maps, and brochures containing tourist information. Owiti et al., (2019) argue that the inclusion of authentic printed materials in teaching significantly enhances language learning by guiding students' focus towards linguistic nuances and encouraging the formation of self-generated generalizations (p. 161). These materials prove to be of immense value in the educational journey, facilitating the acquisition of practical vocabulary, phrases, and expressions from real-life situations.

4.1.2 *Advantages and disadvantages of using authentic materials in the EFL classroom*

Employing authentic materials in language teaching enriches the learning experience by providing a realistic context for language use, yet it also presents certain difficulties in terms of selection and adaptation to suit educational objectives, as follows:

Advantages. Jaelani, (2021) underscores the significance of authentic materials in narrowing the gap between classroom learning and its application in the real world. The impact of this connection is palpable, as seen in the increased enthusiasm and motivation among students when they engage with language in its natural usage. The utilization of authentic materials highlights the necessity of integrating real-world relevance into language teaching resources. Such integration significantly boosts student interest and involvement, leading to deeper and more meaningful learning experiences.

The utilization of authentic materials, which include common phrases and expressions by native speakers, is paramount in the enhancement of language skills. This stance is supported by Alakrash (2021), who found that exposure to authentic language use not only improves comprehension skills but also acquaints students with cultural nuances and idiomatic expressions, thus enriching their overall language proficiency.

To sum up, using authentic materials can be an interesting option to cope with such problems as a lack of students' motivation, neglecting the students' needs towards the materials,

and integrating language (English) and content acquisition. It offers valuable prospects for education to connect the academic environment with real-life scenarios, as genuine materials are deemed suitable for demonstrating the practical application of English in everyday communication.

Disadvantages. Despite the benefits associated with the use of real-world materials in language learning, certain challenges emerge. Anvarovna, (2022) points out that students frequently encounter difficulties when trying to comprehend authentic listening materials due to the due to wide diversity of dialects and accents they present. Such linguistic variety, although it mirrors the actual usage of language, poses a significant challenge to learners. This can lead to feelings of frustration and a decrease in motivation. This concern suggests that exposure to a wide range of accents, while beneficial in the long term, requires careful encouragement and support from educators to ensure understanding and gradual acclimation.

Another significant challenge, as noted by Abdillajonovna, (2022)is the complexity of grammar and vocabulary in authentic materials. Since these materials are not tailored for educational purposes, they may contain advanced language structures that exceed the learners' current proficiency level. For this reason, the careful selection of authentic materials, aligned with students' language capabilities, is pretty important to prevent them from feeling overwhelmed and to guarantee that the vocabulary and structures are both relevant and accessible.

Rao, (2019) introduces an additional dimension of complexity by highlighting that authentic materials may become outdated or exhibit excessive cultural bias. This underscores the necessity for teachers to engage in ongoing curation and updating of materials, ensuring their continued relevance and cultural inclusiveness.

In sum, while authentic materials are invaluable in making language learning more meaningful and contextually relevant, educators must skillfully manage inherent challenges such as linguistic complexity and cultural biases. The effective use of these materials requires a thoughtful and tailored approach, ensuring they meet the learners' needs and promote an inclusive and comprehensive language learning experience.

4.1.3 *Relationship between authentic materials and grammar acquisition*

The integration of authentic materials in grammar instruction within EFL contexts has garnered increasing attention in recent years. It aligns with communicative language teaching approaches which means that they have the power to facilitate a more natural acquisition of grammatical structures and promote the application of grammar in practical contexts. This

approach helps bridge the gap between theoretical knowledge and real-world application, making learning more relevant and effective (Toreniyazova & Otegenova, 2022).

The implementation of authentic materials also contributes to developing critical thinking and analytical skills. By encountering grammar in various contexts, learners can gain a deeper understanding of its use and function (Jaelani, 2021). This exposure enhances both grammar comprehension within the context and student motivation by making educational content more engaging and pertinent. Accordingly, Ismahani et al., (2024) argue for the inclusion of these materials as a core component of varied teaching strategies designed to cater different learning styles.

4.1.4 *Authentic materials as a grammar source*

Authentic materials provide insights into the actual language utilized in daily interactions, offering language students authentic instances of grammar usage within real-life contexts. Moreover, they serve as an effective means to boost student interest and participation. Consequently, it's crucial for EFL instructors to meticulously choose these resources based on the students' levels, needs, and interests. Thus, Rao, (2019) explains that the most exploited authentic materials are songs, cartoons, magazines, and media.

Songs. One of the best sources of authentic audio materials which is more useful in EFL classrooms is songs. Songs can be a powerful resource in the language classroom. They often contain repetitive structures and catchy melodies that can aid memory retention (Fitria, 2022). In teaching grammar, a song's lyrics can be used to highlight specific grammatical structures, such as verb tenses or conditional forms. For instance, a song might be selected for its frequent use of the present perfect tense, offering students a memorable context for this grammar point. An effective approach would be to provide students with a gap-fill exercise where they listen to the song and fill in the missing verb forms, thus reinforcing their understanding of the structure in an engaging way (Shechter, 2018).

Cartoons. And animated series offer audio-visual narratives that can contextualize grammatical structures in a storyline, making them easier for students to grasp (Shechter, 2018). Teachers can use cartoons to illustrate the use of certain grammatical elements, such as prepositions of place or various verb forms. By watching a cartoon episode and focusing on the language used by the characters, students can observe grammar in action. Teachers might pause the video at key moments to discuss the grammatical structures used and then have students create their own dialogues using the same structures. Also, the author argues that it can be a valuable resource for teaching grammar in context. The suggestion is made to employ dialogues from various scenes as a method to teach and demonstrate grammatical formations, particularly

those that diverge significantly from or are absent in the students' native languages. Additionally, the piece advises assigning pertinent writing exercises to students and offering sufficient corrective responses to facilitate their assimilation of these grammatical structures (Shechter, 2018).

Magazines. They represent a rich source of authentic written materials, highly beneficial for grammar instruction because of their engaging nature and versatility to encourage a variety of activities. These resources are fundamental in helping learners improve their language skills, expand their vocabulary, and deepen their grammatical understanding. EFL teachers have the opportunity to take advantage of the visual content of magazines by assigning specific tasks that are accessible even to limited English proficient learners, without the need for textual comprehension. The selection of magazines for classroom use is key; it is essential that these materials match the language interests of the learners. Encouraging students to choose magazines that engage their interest encourages attentive reading and facilitates the sharing of content among peers, thus enhancing the learning experience. Teachers can select articles that contain clear examples of the target grammar and design comprehension questions that require students to identify and analyze the use of specific grammatical forms. Additionally, students might be tasked with summarizing the article using the same grammatical structures, thus practicing both their writing skills and grammar (Mestari & Malabar, 2016).

4.1.5 Criteria of the selection of authentic materials for teaching grammar

The selection of authentic materials for teaching the English language is a key consideration for educators. This strategic choice is essential for aligning the educational objectives with the needs and aspirations of both teachers and students in the language acquisition journey. In that vein, as expressed by McGrath and Wallace and echoed by Mufarrohah et al., (2022), in the domain of educational material selection for language instruction, several critical factors are fundamental to aligning resources with student needs and objectives. These are:

a) *Relevance*: Materials must be in harmony with students' learning requirements and objectives. This involves an in-depth assessment of their language proficiency, learning styles, and educational goals.

b) *Topic Interests*: The content should spark students' interest and engagement, with the selection of naturally fascinating materials contributing significantly to motivation and active participation in the learning journey.

c) *Cultural Appropriateness*: This aspect underscores the importance of successfully integrating the cultural context of the materials with the learners' local cultural environments,

striking a careful balance that maintains cultural relevance without diluting the authenticity of the original material.

d) *Logistical Considerations*: The practicality of material usage, considering aspects such as length and accessibility (in terms of readability and audibility), is essential for smooth incorporation into the curriculum.

e) *Cognitive Demand*: Materials should intellectually engage yet be accessible to learners, challenging them to elevate their critical thinking capabilities in line with their current language proficiency.

f) *Linguistic Demand*: The linguistic complexity of the materials should be genuine yet understandable, matching the learners' linguistic skills.

g) *Quality*: High-quality materials plays a key role in improving comprehension and providing a deeper insight into the complexities of the English language.

h) *Exploitability*: Selected materials should be adaptable, facilitating their use across diverse teaching strategies and activities.

Furthermore, the educator's responsibility extends beyond merely selecting fitting materials; it encompasses ensuring these materials are aligned with students' developmental stages and learning levels. This alignment includes compatibility with educational standards and frameworks. Also, educators are expected to facilitate a learning environment where nuanced language skills are both taught and acquired with proficiency and depth.

4.1.6 Challenges with implementation

Several studies have delved into the complexities associated with the application of real-world materials in educational settings. Bedir et al., (2016) conducted a thorough investigation into the challenges educators encounter when incorporating these materials. Their findings underscored several impediments such as limited time, budget constraints, inadequate equipment, and a lack of necessary knowledge. Echoing these insights, Salazar, (2022) underscores a significant discrepancy within the realm of English as a Second Language (ESL) instruction. It is reported that instructors often grapple with a lack of specialized knowledge and technical aptitude necessary for the adept incorporation of authentic materials.

Furthermore, Rehman & Perveen, (2021) identify further barriers stemming from the inflexibility inherent in curriculum guidelines, exam formats, and administrative hurdles, potentially dissuading educators from embracing these innovative pedagogical resources. These observations collectively offer a detailed exploration of the challenges educators encounter in applying real-world materials effectively.

Nonetheless, despite the valuable insights that some studies present from the educators' point of view, there remains a discernible gap in understanding students' interactions with and perceptions of these authentic educational materials. This aspect is critical, given that the success of any educational tool is determined primarily by its reception and application by students. Student feedback could be decisive in refining these educational resources and thus enriching the learning process.

Given the fundamental influence that educators play in the academic and professional future of their students, especially in the context of language learning, the impact of authentic learning materials must be thoroughly evaluated. This evaluation should encompass their ability to reinforce language proficiency and discern any unintended problems they may present.

Thus, the aim of this research is to generate practical ideas that could enhance the use of these resources for more effective language teaching.

4.2 Grammar Acquisition

4.2.1 Grammar definition

Duignan, (2020) defines grammar as a comprehensive set of rules governing the formation and interpretation of sounds, words and sentences in any language. This framework encompasses fundamental aspects of linguistic structure, such as syntax, morphology and word order.

In a similar vein, J. Richards, (2020) describes grammar as a systematic group of rules fundamental to the construction of sentences. This systematic approach encompasses the understanding of linguistic elements such as parts of speech, verb tenses and syntactic arrangements, which are essential for generating linguistically accurate expressions, whether in spoken or written form.

In summary, these ideas come together to suggest that grammar is the basic structure of language, providing a systematic way to communicate effectively. It becomes a vital tool for those using language, helping to send messages clearly and improving comprehension between speakers and listeners. Therefore, becoming proficient in grammar is considered an essential goal for students who want to skillfully navigate a language.

4.2.2 Importance of grammar acquisition

William, (2020) emphasizes the critical importance of grammar, pointing out how it is present in all our daily conversations and serves as the core of language, crossing over cultural and linguistic boundaries. Mastering grammar not only expands one's vocabulary but also enhances the ability to communicate clearly and effectively.

The central importance of grammar in teaching languages underlines its necessity in educating students in foreign languages, crucial for developing their overall language abilities. Providing high-quality grammar instruction is key for orderly and logical language learning, leading to the advice for English teachers to improve their teaching methods to make grammar learning more effective.

4.2.3   *Main components of grammar competence*

The model for grammar education, introduced by Larsen-Freeman, (2003), emphasizes four critical aspects: the structural form of grammar, its meaning or semantics, and its practical use or pragmatics. This approach advocates for a harmonious balance between the technical aspects of grammar and its communicative usage. Word formation is essential as it enables learners to comprehend and construct new meanings from simpler linguistic elements. Therefore, the development of grammatical competence is an integrated process involving four key components: word formation, sentence structure, grammatical meaning, and the application of language in real-life contexts.

Word formation. As described by Booij, (2010), pertains to the process by which new words are generated based on existing words or morphemes, essentially the crafting of novel words. Similarly, J. C. Richards, (1985) highlights that as learners enhance their grammatical skills, they become familiar with the syntactic contexts suitable for a word's use, its usage frequency, potential combinations, and the expansive network of associative or relational links it can form.

Mainly, there are four methods of word formation: prefixes, suffixes, conversion, and compounds. A prefix is an element added to the start of a base word or phrase, altering its meaning or creating a new grammatical variant (for instance, 'disagree', 'reorganize', 'underestimate'). Conversely, a suffix involves appending letters or a group of letters to a word's end, resulting in a new term (such as 'happiness', 'reader', or 'activation').

In conversion, a word shifts from one part of speech to another. An example is the use of 'google' as a verb, as in "I'll google the information," where 'google' is typically a noun but serves as a verb. Lastly, compounding merges two independent words to form a new one (like 'blueberry', 'bittersweet', and 'lifelong').

Sentence Structure. It focuses on the way grammatical structures are formulated and structured within a piece of writing or spoken language. The grammatical structure of a sentence outlines its key elements such as the subject, verb, and object, thereby facilitating the clear conveyance of actions, descriptions, and the interactions among entities.

For instance, in "The gardener (subject) planted (verb) flowers (object)," the structure delineates who is performing the action, the action itself, and what is being acted upon, ensuring clarity in communication (Abdullayev & Kholbekova, 2023).

Larsen-Freeman, (2003) suggests that grammatical knowledge learned in an educational setting might not be easily applied in everyday life. Thus, the value of engaging in meaningful exercises to transform basic knowledge of a grammatical concept into a more functional, practical form becomes clear. For instance, in learning about the passive voice, it's essential to recognize its structure, typically consisting of the auxiliary verb 'be', succeeded by the past participle form of the main verb, and sometimes including the word 'by' to indicate who is performing the action.

Grammatical meaning. The concept of grammatical meaning emphasizes the significance of linguistic structures in conveying specific meanings, which can be classified into two categories: lexical or grammatical. Mukhtarovna & Borisovna, (2020)stress the importance of a solid understanding of grammar in this context.

Further, Larsen-Freeman, (2003)identifies the fundamental elements in this aspect as "words, word-forming elements, phrases, and conceptual ideas" (p. 34). She further elaborates that meanings can be lexical or grammatical in nature (p. 35). Taking the example of the passive voice, its grammatical meaning lies in emphasizing the action's recipient as the subject, thereby indicating that the subject is the one being acted upon. This intrinsic meaning remains constant, irrespective of the usage context or the specific form of the grammatical structure.

Use of language. This concept revolves around the aspects of meaning that extend beyond semantics, essentially covering the use and pragmatics of language. The definition is confined to "examining the connections between language and its context that are embedded or encoded within the language's structure." Scholars in the field propose a variety of strategies and approaches to emphasize the practical application of language elements. For example, Larsen-Freeman, (2003)highlights that role-playing activities are highly effective in practicing different speech actions, like expressing gratitude. This is because the instructor can alter the socio-cultural factors that influence these actions, such as modifying the level of formality between the participants.

4.2.4 *Factors that affect grammar acquisition*

Acquiring grammar skills in an English as a Foreign Language (EFL) context is a challenging and layered process. Grammar, being central to language competence, especially in academic contexts, poses significant challenges for learners as educators as well. The primary

issue is the learners' ability to understand and internalize grammar rules, with many finding it difficult to apply these rules in real-life situations.

The process is further complicated by different variables, these include learner-specific factors such as age, proficiency level, and educational background, as well as instructional aspects like skills and the necessity of using grammar. The traditional methods of grammar instruction, often reliant on rote learning and rule memorization, are increasingly viewed as inadequate. Kayan & Aydin, (2020) note that such methods can negatively affect students' attitudes towards language learning, leading to demotivation. This has led to calls for more integrated approaches that contextualize grammar instruction within meaningful language use.

Another aspect that prevents students for efficient learning is teachers' beliefs and practices in grammar instruction, as pointed out by (Çapan, 2014) such beliefs can be resistant to change, even when they conflict with modern pedagogical principles. That is why research advocates for a balanced approach that underscores the necessity for continuous exploration into effective grammar instruction practices (Shirav & Nagai, 2022).

4.2.5 *Effective grammar instruction*

Effectively instructing in English grammar can facilitate the linguistic progression and enhancement of language learners by systematically and sustainably structuring their language abilities (Larsen-Freeman, 2001).With proper emphasis on both form and meaning, learners are enabled to efficiently acquire language skills, thereby achieving their desired learning goals. Thornbury, (2002) brings fifth essential insights aimed at boosting the efficacy of EFL grammar teaching practices.

First, the significance of intertwining grammar instruction with its underlying meaning is underscored. This ensures that students not only learn the structural aspects of grammar but also comprehend its application in various contexts.

Second, an instructional methodology that seamlessly integrates new grammatical notions with the learners' pre-existing knowledge base is recommended. Enhancing the relevance and applicability of grammatical studies.

Third, by immersing students in activities rich in context, a deeper, more intuitive understanding of grammar is fostered.

Fourth, the importance of recognizing the grammatical proficiency levels of students is highlighted as a means to tailor instruction, ensuring that learning is both relevant and appropriately challenging.

Fifth, the creation of conducive learning environments is deemed indispensable. This encompasses a spectrum of strategies such as, to facilitate comprehensive input, the guarantee

of quality output, the delivery of focused feedback, and the involvement of students in captivating tasks, in order to foster a meaningful and effective learning experience.

In conclusion, these principles underscore the dynamic nature of grammar instruction, emphasizing the need for contextual, meaningful, and student-centered approaches.

4.2.6 Approaches to teaching grammar

Teaching approaches in language define the methodology used and the interrelation of various language skills. They outline the ideal conditions that facilitate effective language learning (Harmer, 2007). Two primary approaches stand out:

Deductive approach

The deductive approach prioritizes the explicit teaching of grammatical rules before their application in practical situations. Rules are typically elucidated in the learner's mother tongue, aiming to introduce a thorough understanding of grammatical structures prior to their application. It begins with the teaching of broad rules and subsequently moves to specific instances of their application.

It predominantly focuses on enhancing reading and writing skills while allocating lesser importance to the development of oral competencies. It represents the instructor's role is deemed essential, necessitating a deep understanding of both the native and target languages to deliver effective teaching. The success of the deductive method is upon the instructor's ability to present and elucidate grammatical rules clearly and efficiently (Harmer, 2007).

Inductive approach

On the flip side, the inductive approach adopts a reverse strategy, initiating with specific instances from which learners are expected to infer general rules. This approach reflects the organic process of language acquisition, without prior grammatical instruction. Learners engage with multiple examples lacking an initial grasp of the underlying principles, with the objective of deducing the rules from examples. It renders grammatical rules more impactful, memorable, and applicable, thereby encouraging active participation from learners and boosting their concentration and motivation. Furthermore, it nurtures the ability to recognize patterns and enhances problem-solving capabilities, resonating with students who find such challenges engaging. The inductive method is particularly advantageous for younger learners, who are spared the complexity of intricate rules and terminology (Harmer, 2007).

4.2.7 Innovative methods for teaching grammar

In the realm of language education, a teaching method serves as the practical implementation of a theoretical approach, bridging the gap between abstract theory and tangible classroom practice. It encompasses decisions regarding the content and skills to be taught, their

sequential introduction, and the selection of suitable teaching techniques. A method also defines the roles of teachers and students in the language-learning journey, akin to a comprehensive management plan. This includes specific curriculum organization, the choice of educational materials that enhance learning, and resources for assessing and evaluating student progress (Richards & Rodgers, 2018, pp. 20-22).

Communicative Approach. It centers on language as a tool for communication, emphasizing the practical use of language in everyday situations. It integrates real-life scenarios into the learning process, making language study more relevant and engaging for students. This approach values fluency and the ability to communicate effectively over strict grammatical accuracy. It encourages active student participation and interaction, focusing on functional language use in various contexts. Teachers in this approach act more as facilitators or guides rather than traditional authoritative figures, promoting a more student-centered learning environment (Richards & Rodgers, 2018).

CLIL - Content and Language Integrated Learning. CLIL represents a modern, integrative approach to language teaching. It involves teaching a subject through a foreign language, thereby integrating language learning with content learning. In CLIL, language is both the medium of instruction and an integral part of the learning objectives. This method places a significant emphasis on the practical application of language, seeking to enhance the linguistic competencies of students by immersing them in real-life situations. This strategy diverges from the traditional grammar-focused instruction, offering instead a more comprehensive and experiential learning environment (Richards & Rodgers, 2018).

Alternative or innovative methods. Suggestopedia, The Silent Way, and Total Physical Response have been developed as countermeasures to traditional teaching approaches. These methods prioritize the activation of multiple senses during the educational journey, often integrating physical movement and participatory activities. The goal is to foster a more organic and less rigid learning environment that reflects natural language acquisition. In these methods, real-life scenarios and materials are utilized to enhance language learning, with a focus on acquiring grammar and vocabulary within their natural context. The prioritization of individual learner needs is emphasized, leading to a more personalized and student-centered approach to language education (J. C., Richards & Rodgers, 2018).

4.2.8 Strategies for presenting grammar

Incorporating strategies for teaching grammar can significantly enhance the learning process. In his analysis, the author (Healey, 2020) outlines effective methods for teaching grammar, emphasizing practical applications:

Show how grammar works in texts. - Highlight the connection between grammatical concepts and their utilization by writers to construct meaning. For instance, rather than directing a student to "incorporate more determiners and pronouns", demonstrate how these elements enhance the flow of ideas. By showcasing grammar's purpose within authentic texts, educators can offer a more impactful learning experience. This approach encourages learners to see grammatical rules not just as abstract principles but as tools used in actual language.

Use examples and make them authentic. - Given the abstract nature of grammar, examples are more beneficial than extensive theoretical discussions. The most effective examples are those taken from published works. These examples not only clarify the grammatical rule but also show its application. Authentic materials, in this case, serve to ground abstract grammar rules in the real world, making them more relatable and understandable.

Make room for discussion. - Encouraging students to discuss their writing intentions can be enlightening. Inquiries such as, "What impact do you intend to generate with this?" can help learners think critically about the grammatical tools that will best express their ideas. This strategy transforms grammar from a set of rules to a means of effective communication.

Encourage language play. - Inviting students to experiment with language structure, such as rearranging parts of a sentence or playing with subject-verb placement, can be a fun and informative exercise. This kind of linguistic play allows students to see firsthand the impact of grammatical changes on meaning and style, fostering a more profound and creative understanding of grammar.

4.3   Previous studies

Extensive research has been conducted on the application of authentic materials in the instruction of grammar for learners of English as a Foreign Language (EFL). For instance, Tanihardjo & Stardy, (2022b)conducted a study on "The Use of Authentic Materials in Developing Grammar Proficiency". Which took place in Indonesia and involved the second-semester students of the English Department. The objective of this research was to investigate the effectiveness of authentic materials in learning grammatical rules, with a specific emphasis on the use of Gerunds and Infinitives. In the process of gathering data, a methodology involving both control and experimental groups, alongside pre-tests and post-tests, was adopted. The results indicated that the use of either grammar textbooks or authentic materials did not markedly improve the comprehension of grammar among students. It is suggested by the researchers that the lack of effectiveness of authentic materials in this specific case should not be considered a universal outcome across varied contexts; hence, the emphasis on consistent practice is highly recommended.

In a related study, "Application of Authentic Materials in Enhancing EFL Students' Grammar Skills" by Ali Saleh, (2022) an exploration was undertaken focusing on the perceptions of teachers towards the integration of real-life materials into English as a Foreign Language (EFL) classrooms, with the aim of improving grammar skills. Conducted in Yemen, specifically within the regions of Zingibar and Lowder, this study involved EFL teachers engaging with freshmen at Abyan University. The goal was to evaluate the attitudes of educators towards the inclusion of authentic content in teaching English grammar. Through a methodology that included descriptive research, surveys, questionnaires, interviews, and observations, a prevailing preference for authentic materials was observed among teachers. They posited that such materials could significantly enhance early stages of language learning and its practical application, thereby emphasizing the value of integrating real-world language instances in conjunction with standard English in educational contexts.

In a different vein, Javadi & Tajik, (2021b) investigation delved into the role of authentic materials within the realm of communicative grammar instruction for Iranian high school students. Their systematic literature review underscores the pressing necessity for English language educators and curriculum developers to craft authentic materials that render grammar instruction more engaging and efficacious. The conclusions drawn from this review affirm the profound influence that real-life materials exert on English as a Foreign Language (EFL) teaching, setting the stage for more exhaustive research into their practical utility in educational settings.

Moreover, Apgrianto et al., (2021) embarked on a study to explore the amalgamation of authentic materials with 21st-century learning strategies, with a particular emphasis on the 4C framework (communication, collaboration, critical thinking, and creativity), within an advanced grammar course at a West Nusa Tenggara university. The aim was to bolster student engagement with authentic materials, thereby fostering an enhancement in their grammar proficiency. Through the method of action research and analyzing pre-test data, a significant improvement in students' grammar abilities was observed when introduced to this innovative educational tactic. The research champions the incorporation of authentic materials, notably those from globally recognized news outlets, into the curriculum of advanced grammar classes

In contrast, Nathir Ghafar et al., (2023) conducted a comparative analysis to weigh the advantages and disadvantages of utilizing teacher-created versus authentic materials in the teaching of the English language. This study sought to provide a nuanced perspective on the collective merits of these educational resources by employing a comparative analysis

methodology. Its findings highlight the importance of a varied range of teaching materials to enrich the educational experience and lay the basis for further academic exploration.

Lastly, Tanihardjo, (2021) applied real-life materials in an attempt to assess their efficacy in augmenting the grammatical collocation competence among EFL students, focusing on three specific collocational patterns: noun + preposition, preposition + noun, and adjective + preposition. The initial aim, through a pre-test, was to measure students' ability to recognize these patterns, whereas the subsequent post-test aimed at evaluating their proficiency in applying them. The results indicated that authentic materials did not significantly improve students' awareness or utilization of grammatical collocations, evidenced by the lower post-test scores compared to the pre-test scores. This implies that real-life materials failed to substantially elevate students' grammatical collocation skills.

5. Methodology

This section provides a comprehensive overview of the research methodology employed in this study. It encompasses the settings, participants, procedures, methods, research design, and study data analysis.

5.1   Setting and participants

The present research work was carried out during the 2023-2024 school year with seventh-grade students at an educational institution in the city of Loja, which is located in the south of Ecuador at a latitude of -4.00842 and a longitude of -79.21676. The participants in the study were thirty-five students divided into seventeen males and eighteen females with an average age between 10 and 12 years old, who had A2.2 level of English language proficiency established by the National Curriculum (Ministerio de Educación, 2019). This sample was selected using the convenience method in which the students were chosen based on their accessibility (Bhardwaj, 2019). However, due to the age, it was necessary to use an informed consent (See annex 8) signed by the legal representatives to authorize the application of different strategies and instruments throughout the research process (Geier et al., 2021).

5.2   Procedure

The present study followed an action research model conducted in a face-to-face environment through an intervention of five weeks in middle basic education students. The intervention consisted of a six-stage cycle: identifying the problem, gathering background information, designing the study, collecting data, analyzing and interpreting data, and implementing and sharing results. Furthermore, the lessons were imparted following the structure of the ESA (Engage, Study, Activate) lesson plan model. Additionally, the researcher employed a pretest and a post-test as instruments to collect numerical information about students' grammatical performance before and after the implementation of the intervention plan, and a questionnaire and field notes were the data collection instruments used to analyze and document the effectiveness of the strategy applied. Moreover, descriptive statistics was implemented to analyze the quantitative data, whereas thematic analysis examined qualitative data seeking to provide extensive inquiry on the impact of the intervention.

5.2.1   Method

This study was developed by applying the mixed method where the researcher collected and analyzed both quantitative and qualitative data in order to respond to the research question established within the study (Gihar, 2022). In that regard, the quantitative method was implemented to gather numerical data on the performance level of the students' grammar competence before and after treatment with authentic materials (Creswell, 2012). In the same

vein, qualitative and quantitative methods were employed to collect information about students' perceptions of using authentic materials (Creswell, 2012).

5.2.2 Research design

The design of the study was based on practical action research since the pre-service teacher took the role of researcher and applied an action plan to help seventh year students at an educational institution in the city of Loja to improve their English grammar acquisition. According to these authors, practical action research involves six phases which were followed throughout the research work.

Identifying the Problem

The study started by identifying a problem in the grammar acquisition within an educational institution in the city of Loja, which was evidenced during practices carried out by the pre-service teacher. Accordingly, the researcher stated the following research question: How does the implementation of authentic materials improve middle basic education students' acquisition of the target English grammar at an educational institution in Loja during the school year 2023-2024?

Gathering Background Information

After identifying this problem, the researcher asked for permission from the principal of the elementary school using a request letter to conduct a detailed diagnosis with the seventh-grade students, who were selected through convenience sampling since they had significant difficulties in their grammar competence. Particularly, the target group showed trouble creating sentences, using appropriate structures, and using the grammar in context.

Designing the Study

From all these postulations, an action plan was developed with different strategies focused on improving students' grammar acquisition, which followed the ESA lesson plan model, since the lesson plans were designed in three stages: engagement, study, and activate. Utilizing authentic materials such as cartoons, songs, and magazine advertisements. Likewise, it is necessary to mention that this proposal was aligned with the research question, the characteristics of the participants, and the study design in order to provide an effective solution to the problem.

Collecting Data

In the next stage, the researcher implemented the intervention plan for about a month and a half, developed on Mondays and Wednesdays during five weeks, with the target students to improve their grammar acquisition. The proposal was carried out using authentic materials such as cartoons, magazine advertisements, and songs, which were continuously monitored,

evaluated, and revised by applying the testing technique with the instrument of a pretest and a posttest (See annex 1) and the survey technique with the instrument of a questionnaire (See annex 2) to gather both qualitative and quantitative data.

Analysing and Interpreting Data

This step was aimed to analyze and interpret the quantitative and qualitative data collected in the intervention plan through different statistical tables and graphs. The general results and findings were reported by establishing conclusions and recommendations that helped to respond to the research subquestions formulated by the researcher.

Implementing and Sharing Results

The results and findings obtained during the research process were shared with the educational community to carry out further studies that allow teachers to improve their students' grammar acquisition through new authentic materials.

5.2.3 Data collection sources and techniques

The data for this study were collected according to the testing technique (Madsen, 1983), where the researcher applied the pretest as an instrument for assessing the students' Grammar competence before implementing the intervention plan, whereas the post-test was employed for analyzing the level of improvement of the students' grammar acquisition such as word formation, sentence structure, grammatical meaning and use of language, after treatment with the authentic materials (Creswell, 2012). In that sense, the test consisted of two fill-in-the-blank questions, one unscramble question, one multiple-choice question, and one open-ended question. These quantitative data obtained from the tests were compared with the national grading scale (See annex 3) established by the Ministry of Education through the criterion-referenced scoring proposed by Gay et al. (2012), which was fundamental to determining the students' performance during the assessment process.

In addition, another technique was the survey characterized by being the process of collecting data on a specific topic (Gay et al., 2012). From this context, the researcher designed a questionnaire as an instrument through the Likert scale from agree to disagree, which included six multiple-choice questions to gather quantitative information related to students' perceptions about the benefits of using authentic materials like cartoons, magazines and songs for developing their grammar acquisition, motivation, interaction and comfort (Gay et al., 2012). At the same time, this helped to get valid and reliable qualitative data since it involved two open-ended questions that allowed research participants to justify their responses (Creswell, 2012).

Throughout the process, it was used field notes to gather qualitative data, which mostly assist in creating detailed, rich descriptions of the context of the study, interview, and focus group, as well as in documenting important contextual information (Phillippi & Lauderdale, 2017).

5.3   Data Analysis

Descriptive statistical methods were employed to examine the data from the pre-test, post-test, and questionnaire. This method summarized and described patterns, outliers, and the overall distribution of the data. These statistics offered a way to provide a concise overview of the data, illustrating the central tendency and variability, which included the mean, median, mode, standard deviation (SD), variance, and range. Which was essential for interpreting the data accurately and effectively (Guetterman, 2019). The presentation of the data utilized tables to showcase the scores and the mean obtained by the students on each question, and to facilitate a comparison between the average scores of the pre-test and post-test in accordance with the national grading scale (refer to Annex 6). Furthermore, when analyzing data through the application of the Likert Scale system, each potential response option was assigned a numerical value.

Contrastingly, to enhance the clarity and depth of the analysis concerning the field notes, each table and figure was complemented with descriptive and thematic analysis, utilizing words or sentences. This narrative not only elaborated on the findings in detail but also bolstered the conclusions derived from the study through the understanding of *how* and *why* things happen in research. The interpretation of these data proceeded along two main lines: the first delved into the students' personal perceptions on their learning experience, while the second assessed the effectiveness of their progress in English grammar acquisition. This progress assessment specifically attributed the advancements made to the intervention strategies employed throughout the English language instruction. The objective of adopting a dual approach was to meticulously construct a thorough depiction of the impact and effectiveness of the instructional strategies utilized.

6. Results

The following section shows the results and findings obtained by the researcher about using authentic materials on the seventh-grade students' grammar competence to demonstrate how the specific objectives were accomplished during the research process. In this sense, the first and second objectives will be explained by using numerical and narrative data gathered from the pre-test, post-test, questionnaire, and field notes. Therefore, the data will be presented in tables and bar graphs with their corresponding interpretation and analysis.

6.1 Pre-test and post-test results

Objective one: To identify the effectiveness of employing authentic materials in the context of English grammar acquisition.

Sub-question one: What is the effectiveness of employing authentic materials in English grammar acquisition?

Pre-test results

Table 1

Pre-test scores on the performance of seventh-grade students' grammar competence

Grading scale (2.5/2.5)	WF			SS			GM			UL		
	TR	f	(%)	TR	f	(%)	TR	f	(%)	TR	f	(%)
Grades (0 - 0,5)	0,0	0	0	0,5	1	3	0,5	1	3	1,0	5	14
Grades (0,6 - 1)	2,0	2	6	4,8	5	14	3,0	3	9	8,0	8	23
Grades (1,1 - 1,5)	13,5	9	26	14,0	10	29	15,0	10	29	13,5	9	26
Grades (1,6 - 2)	28,0	14	40	25,0	13	37	36,0	18	51	19,8	10	29
Grades (2,1 - 2,5)	25,0	10	29	14,0	6	17	7,5	3	9	7,5	3	9
Total of students	**1,96**	**35**	**100**	**1,66**	**35**	**100**	**1,77**	**35**	**100**	**1,42**	**35**	**100**
Total mean					**6,81**							

Note. WF = Word formation, SS = Sentence structure, GM = Grammatical meaning, UL = Use of language.

The table above illustrates the number and percentage of seventh graders who scored from 0 to 2.5, in ranges of 0.5 difference, in each of the grammatical sub-skills, such as "Word Formation" (WF), "Sentence Structure" (SS), "Grammatical Meaning" (GM), and "Use of Language" (UL) during the application of the pre-test before implementing the proposal with authentic materials such as songs, cartoons, and magazines.

From the data shown in Table 1, it can be seen that 29% of students achieved a score between 2,1 - 2,5 in the sub-skill of "Word Formation" as the exercises were likely straightforward and relatable. Conversely, 14% of students scored between 0 - 0,5, indicating difficulties in understanding or applying word formation rules. Overall, these results revealed a mean score of 1,96 out of 2,5.

In terms of "Sentence Structure", the results show that 37% of the participants had a score between 1,6 - 2, which means they were able to construct sentences correctly using the

given grammar rules. In contrast, 3% of them obtained grades between 0-0,5, suggesting significant challenges in sentence construction. These results indicated a mean score of 1,66 out of 2,5.

Likewise, regarding the sub-skill "Grammatical Meaning", 51% of the sample achieved a score between 1,6 - 2, showing that students understood the grammatical meanings of the sentences. Instead, 9% of the participants got grades between 0 - 0,5 due to difficulties in grasping the grammatical concepts. Together, these data gave a mean score of 1,77 out of 2,50.

In the sub-skill of "Use of Language", 29% of the students had grades between 1,6 – 2, since they could apply grammatical rules in context effectively. Similarly, 14% of them reached points in the range of 0 - 0,5 as they struggled to use the language appropriately. Overall, these results provided a mean score of 1,42 out of 2,5.

In summary, the data from the pre-test results show that while a substantial proportion of students achieved higher scores in each sub-skill, a significant number also struggled, particularly in applying grammar rules accurately. These baseline scores highlight the areas where students needed more support and practice, setting the stage for the intervention with authentic materials aimed at improving their overall grammar competence.

Post-test results

Table 2

Post-test scores on the performance of seventh-grade students' grammar competence

Grading scale (2.5/2.5)	WF			SS			GM			UL		
	TR	f	(%)	TR	f	(%)	TR	f	(%)	TR	f	(%)
Grades (0 - 0,5)	0,0	0	0	0,0	1	0	0,0	0	0	0,0	0	0
Grades (0,6 - 1)	0,0	0	0	1,8	2	6	1,0	1	3	0,0	0	0
Grades (1,1 - 1,5)	3,0	2	6	8,5	6	17	6,0	4	11	15,0	10	29
Grades (1,6 - 2)	22,0	11	31	29,8	16	46	30,0	15	43	31,5	16	46
Grades (2,1 - 2,5)	55,0	22	63	26,5	11	31	37,5	15	43	22,5	9	26
Total of students	**2,29**	**35**	**100**	**1,90**	**35**	**100**	**2,13**	**35**	**100**	**1,97**	**35**	**100**
Total mean						**8,29**						

Note. WF = Word formation, SS = Sentence structure, GM = Grammatical meaning, UL = Use of language

Table 2 shows the number and percentage of seventh-grade students who obtained scores from 0 to 2.5, in ranges of 0.5 difference, in the four grammar sub-skills, such as "Word Formation" (WF), "Sentence Structure" (SS), "Grammatical Meaning" (GM), and "Use of Language" (UL) during the administration of the post-test after a month and a half of the intervention plan with authentic materials.

As can be seen from the table above, the 63% of the participants achieved scores between 2,1 - 2,5 in the sub-skill of "Word Formation" since they were able to effectively apply word formation rules learned through engaging authentic materials. On the other hand, no

students scored between 0 - 0,5, indicating a significant improvement in their understanding and application of word formation. These results indicated a mean score of 2,29 out of 2,5.

Moreover, Table 2 shows that 46% of the seventh-grade students reached a score between 1,6 - 2 in "Sentence Structure", demonstrating their ability to construct sentences correctly using the grammar rules taught with authentic materials. Only 6% of the students obtained grades in the range of 0,6 - 1, showing that a small portion still faced challenges in this area. Overall, the data revealed a mean score of 1,90 out of 2,5.

Regarding "Grammatical Meaning", data reveal that 43% of the students obtained scores in the range of 1,6 - 2, indicating they understood the grammatical meanings conveyed in sentences. There were no students who scored between 0-0,5, reflecting a strong grasp of grammatical concepts. Together these data provided a mean score of 2,13 out of 2,5.

In addition, the results concerning "Use of Language" demonstrate that 46% of the students scored between 1,6 – 2, because they could apply grammar rules in context effectively. However, 29% of them obtained grades in the interval of 1,1 - 1,5, indicating some difficulty in using language accurately. Thus, the results gave a mean score of 1,97 out of 2,5.

Finally, the data collected by the researcher indicate a notable overall improvement in students' grammar competence across all sub-skills. The use of authentic materials such as songs, cartoons, and magazines, proved effective in enhancing students' understanding and application of grammar.

Figure 1

Comparison between pretest and posttest total means on the performance of seventh-grade students' grammar competence
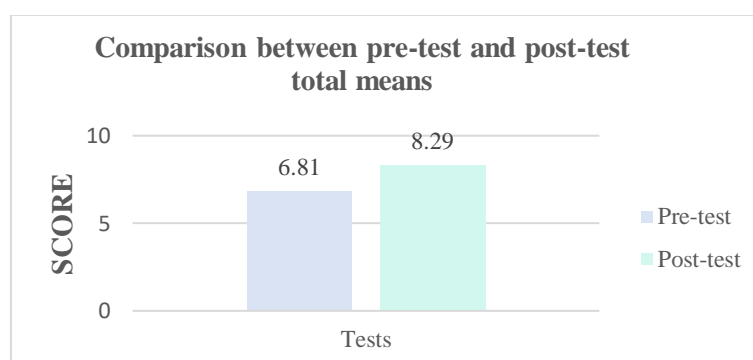

Figure 1 presents the results of the pre-test and post-test conducted before and after the intervention plan to measure the grammatical competence of seventh graders.

The data analysis revealed a notable increase in performance between the pre-test and post-test scores. The pre-test score of 6.81/10, served as a baseline measure before the

implementation of the intervention. Following the intervention, the post-test score increased to 8.29/10 showing an overall improvement of 1.48 points.

Table 3

Means score differences between the pre-test and post-test sub-skills

Indicators	Pre-test	Post-test	Difference
Word formation (2,5/2,5)	1,96	2,29	0,33
Sentence structure (2,5/2,5)	1,66	1,90	0,24
Grammatical meaning (2,5/2,5)	1,77	2,13	0,36
Use of language (2,5/2,5)	1,42	1,97	0,55
Total Score (10/10)	**6,81**	**8,29**	**1,48**

Figure 2

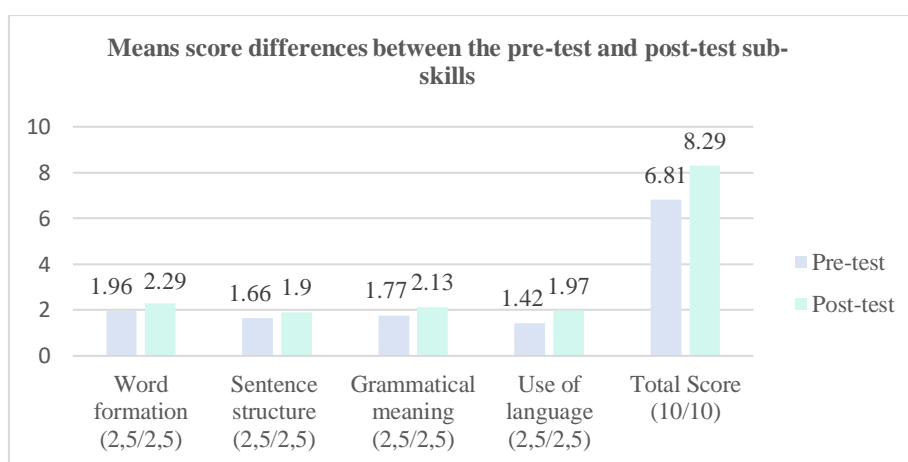*Means score differences between the pre-test and post-test sub-skills*

Table 3 and the corresponding Figure 2 above illustrate the results of the improvement that occurred after the application of the intervention plan of the authentic materials strategy to improve students' grammatical competence subskills.

The intervention resulted in significant improvements across various grammar sub-skills. For instance, in "Word Formation", the mean score increased from 1,96 in the pre-test to 2,29 in the post-test, an improvement of 0,33 points. Similarly, "Sentence Structure" saw an increase from 1,66 to 1,90, reflecting a 0,24-point gain. "Grammatical Meaning" improved by 0,36 points, with scores rising from 1,77 to 2,13. The most substantial improvement was observed in "Use of Language", which increased by 0,55 points, from 1,42 to 1,97.

These improvements are further supported by data gathered from the questionnaire where students mentioned that they were more motivated to learn grammar and actively participated in class when authentic materials were used, as these provided real-world context and relevance, resulting in positive perceptions of the lessons. In the same way, increased enthusiasm and engagement were observed in students' performance.

These qualitative insights align with the quantitative data, underscoring the success of the intervention in improving grammar acquisition among seventh-grade students and demonstrating the potential of these materials to make learning more engaging and impactful.

Table 4

Comparison of the results with the National Grading Scale

Criteria	Pre-Test		Post-Test	
	f	%	f	%
Does not reach the required learning (<4)	0	0	0	0
Close to reach the required learning (4,01 - 6,99)	18	51	2	6
Achieves the required learning (7,00 - 8,99)	17	49	24	69
Masters the required learning (9,00 - 10,00)	0	0	9	26
TOTAL	35	100	35	100

Figure 3

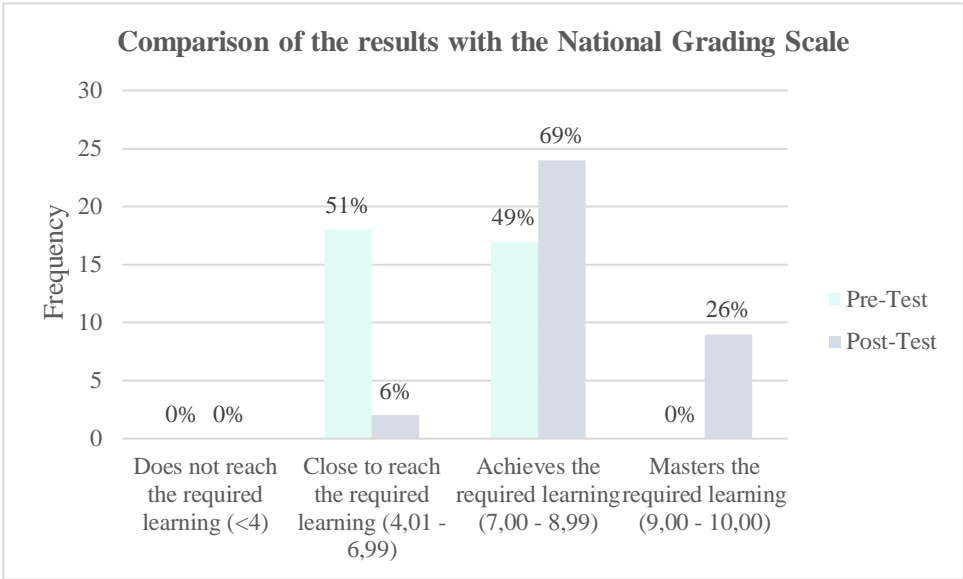*Comparison of the results with the National Grading Scale*

Figure 3 compares pre-test and post-test results measuring student performance in grammar competence according to the National Grading Scale by the Ministry of Education. The pre-test showed that 51% of students were close to reaching the required learning level, 49% achieved it, and none mastered it, indicating that many students struggled with applying grammar rules, constructing sentences, and understanding grammatical meanings.

In contrast, post-test results revealed significant improvement after the intervention. Only 6% of students were close to reaching the required learning level, 69% achieved it, and 26% mastered it. This shows a substantial enhancement in grammar competence, with more students achieving and mastering the required learning levels.

The data clearly demonstrate that the intervention with authentic materials led to a marked improvement in students' grammar skills, moving a significant number from merely approaching the required level to achieving or mastering it. This evidence shows that these materials were suitable to help students overcome their difficulties in acquiring grammar.

6.2 Questionnaire and Field Notes Findings

After the intervention plan concluded, seventh-grade students were asked to share their perspectives on the use of authentic materials to improve their grammar acquisition. A mixed-method questionnaire was used, incorporating percentage-based questions categorized according to the Likert scale. These questions were supported by data collected from field notes and responses to open-ended questions.

Objective two: To describe the students' perceptions and attitudes regarding the incorporation of authentic materials in their English grammar acquisition process.

Sub-question two: What are the students' perceptions and attitudes regarding the incorporation of authentic materials in their English grammar acquisition process?
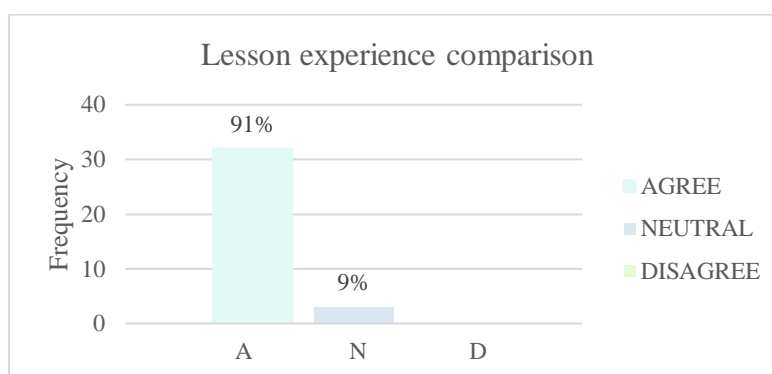
Table 5

Seventh-grade students' perceptions of lesson differences with authentic materials

	A		N		D		T	
Question	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Did the lessons feel different from your typical classroom activities?	32	91	3	9	0	0	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 4

Seventh-grade students' perceptions of lesson differences with authentic materials

As shown in Table 5, the highest percentage of students (91%) agreed that the lessons were different from their usual classroom activities due to the use of authentic materials, which probably made the learning experience more dynamic and engaging. Only 9% were neutral, possibly due to varying familiarity with the materials or personal preferences, and none considered the lessons indistinct, suggesting broad acceptance. The field notes corroborate

these results, as they show a high degree of student engagement with these materials, which effectively illustrate grammar points in an engaging way. Overall, results suggest that the authentic materials were well received and effectively differentiated from traditional methods, enhancing the learning experience.
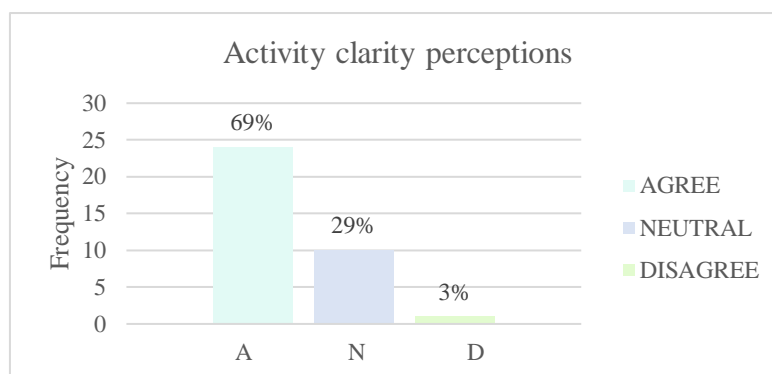
Table 6

Students' perceptions about the clarity and understanding of the activities using authentic materials

	A		N		D		T	
Question	**F**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Were the activities using authentic materials clear and easy to understand?	24	69	10	29	1	3	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 5

Students' perceptions about the clarity and understanding of the activities using authentic materials

According to Table 6, nearly seven-tenths (69%) of the students considered the activities with authentic materials to be clear and easy to understand, demonstrating the effectiveness of these materials in conveying grammatical concepts. Meanwhile, 29% were neutral, and only 3% felt that the activities were unclear, indicating minimal comprehension problems. Observation further supports these findings, explaining that the activities were well-structured and provided contextually rich examples, which made complex concepts more accessible. Suggesting that the authentic materials were largely clear and comprehensible.
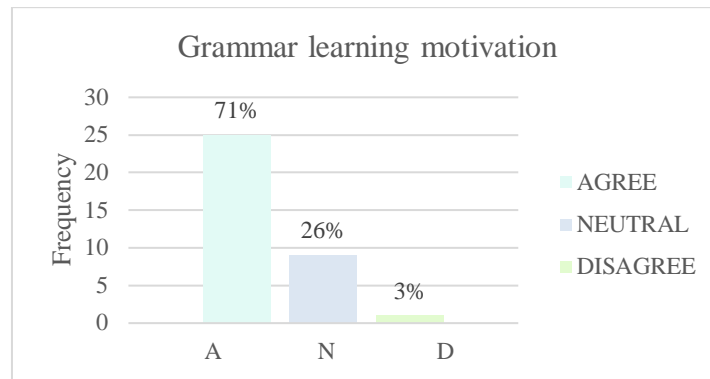
Table 7

Students' perceptions regarding motivation to learn grammar with authentic materials

	A		N		D		T	
Question	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**
Did you feel motivated to learn English grammar with authentic materials?	25	71	9	1	3	11	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 6

Students' perceptions regarding motivation to learn grammar with authentic materials

As can be observed in Table 7, the 71% of the participants were motivated to learn grammar using authentic materials, highlighting its engaging and relevant nature. Meanwhile, 26% were neutral, probably due to individual differences in engagement, and only 3% disagreed, indicating minimal lack of motivation. From the open-ended questions, students mentioned that they liked working with songs and cartoons, but preferred not to use magazines because they did not like to read much. One student noted, "I like learning with authentic materials because it is different; I like the videos and the songs". Consequently, the data and observations suggest that authentic materials effectively motivate learners, making the learning process more engaging and enjoyable.

Table 8

Seventh-grade students' engagement with activities using authentic materials

Statement	A		N		D		T	
	f	%	f	%	f	%	F	%
Activities presented utilizing authentic materials (songs, cartoons, magazines) made me feel engaged and encouraged me to participate in the class.	29	83	6	17	0	0	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 7

Seventh-grade students' engagement with activities using authentic materials
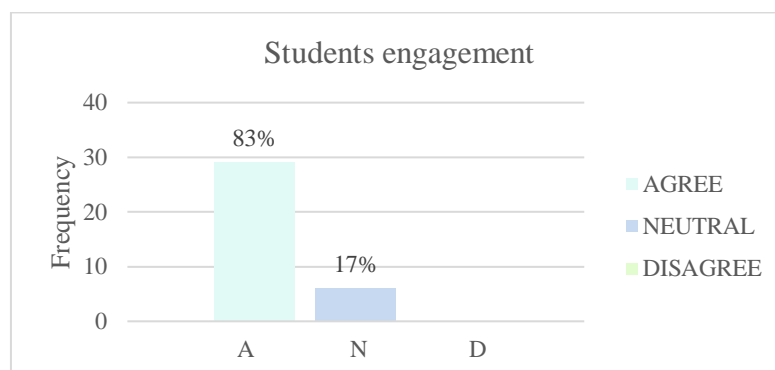
Table 8 reveals that 83% of the students felt engaged and encouraged to participate in the activities with authentic materials, demonstrating their effectiveness in promoting active learning. Meanwhile, 17% were neutral, and none felt disinterested, indicating a general acceptance of these materials. In addition, it was observed that students were more attentive and receptive when using these materials, compared to traditional textbook-based activities. This shows that students found the activities stimulating and enjoyable, suggesting that these materials successfully fostered student engagement and participation, providing a dynamic and interactive learning environment.
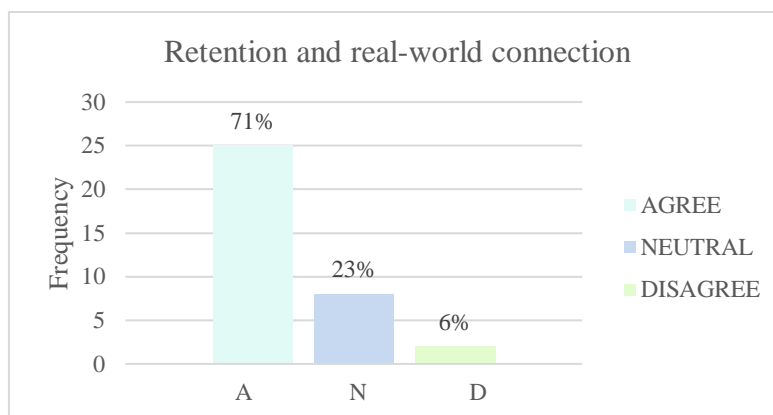
Table 9

Seventh-grade students' retention and real-world connection through authentic materials

Statement	A		N		D		T	
	F	%	f	%	F	%	F	%
The activities of authentic materials used during the class (audio, video, and printed materials) allowed me to improve the retention of grammatical structures and establish a connection with real situations.	25	71	8	23	2	6	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 8

Seventh-grade students' retention and real-world connection through authentic materials


As shown in Table 9, a notable 71% of the learners agreed that authentic materials improved their retention of grammatical structures and their connection to real situations, indicating the practical relevance of the materials. Meanwhile, 23% were neutral, and only 6% disagreed, suggesting limited problems with retention. The observations highlight that the use of audio and video materials in grammar classes effectively reinforced learners' comprehension and retention. On the contrary, printed materials were not as effective in aiding retention compared to them. In addition, the pre and post-test results further support these findings, with a notable increase in performance across all sub-skills, indicating an improvement in retention and application of grammar in real contexts, making learning more meaningful and effective.

Table 10

Seventh-grade students' understanding and independence with authentic material

Statement	A		N		D		T	
	f	%	f	%	f	%	F	%
Authentic materials help me to understand the lesson and to complete the activities on my own.	24	69	10	29	1	3	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 9

Seventh-grade students' understanding and independence with authentic material
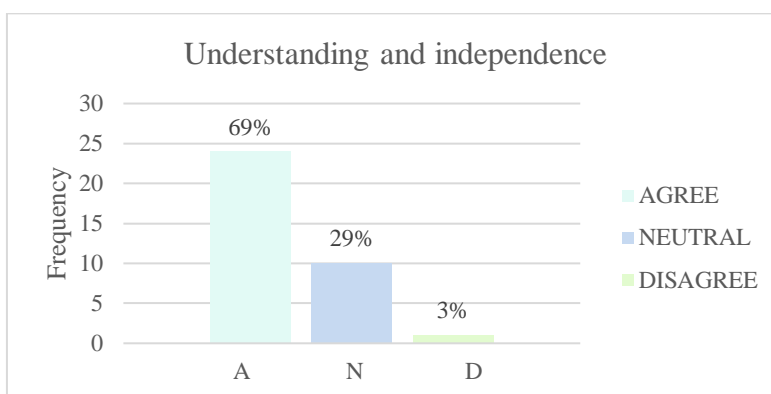
According to Table 10, a significant 69% of the students felt that the authentic materials helped them to understand the lessons and complete the activities independently, highlighting their role in promoting self-directed learning. On the other hand, 29% of them had a neutral stance, as the speed of speech used in the materials was sometimes difficult to follow. In this regard, 3% of the participants disagreed, indicating some difficulty without external help. The observations corroborate these results, as they show that, although the speed of speech occasionally posed difficulties, the clear and engaging examples provided by the authentic materials still supported students' independence, and enabling them to grasp concepts and complete tasks autonomously.

Table 11

Seventh-grade students' perceptions of the positive impact of authentic materials on grammar acquisition

Statement	A		N		D		T	
	f	%	f	%	f	%	f	%
I believe that the implementation of authentic materials has positively helped me to learn grammar in a meaningful way.	24	69	11	31	0	0	35	100

Note. A = Agree, N = Neutral, D = Disagree, F= Frequency, T = Total.

Figure 10

Seventh-grade students' perceptions of the positive impact of authentic materials on grammar acquisition
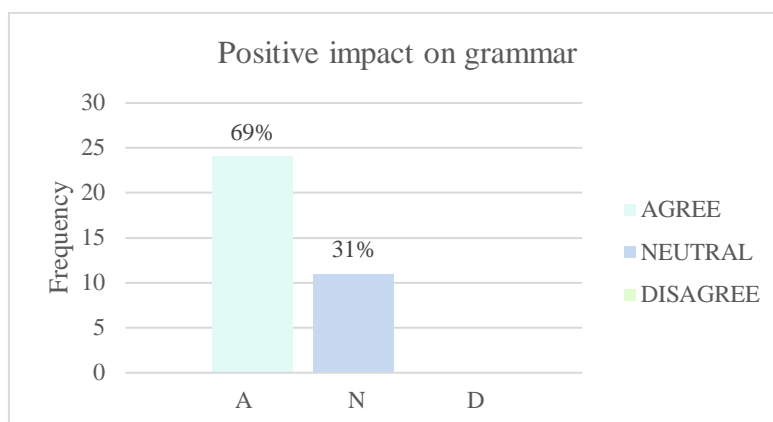

Table 11 shows that 69% of the students believed that authentic materials positively influenced their acquisition of grammar, highlighting their effectiveness in promoting meaningful learning. Meanwhile, 31% were neutral, considering the materials motivating but sometimes complex. None disagreed, indicating general approval. Observations and questionnaire responses show that students value the real context and practical applications of authentic materials. For instance, some students commented, "Learning with authentic materials helps me understand how grammar is used in everyday situations". In addition, the pre and post-test results further support these findings, with a notable increase in performance across all sub-skills, especially in use of language, which had the most significant increase.

Table 12

Seventh-grade students' preference for authentic materials

Authentic materials	Most successful		Successful		Less successful	
	f	%	F	%	f	%
Audio materials (Songs)	21	60%	11	31%	3	9%
Video materials (Cartoons)	23	66%	11	31%	1	3%
Printed materials (Magazines)	4	11%	8	23%	23	66%

Figure 11

Seventh-grade students' preference for authentic materials

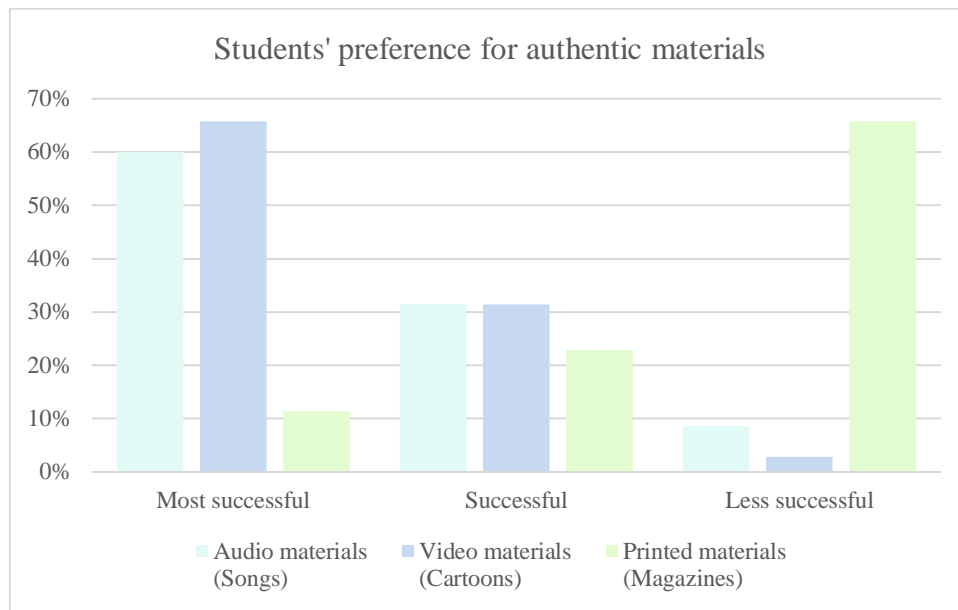Students' preference for authentic materials

Table 12 reveals that video materials, particularly cartoons, were considered the most successful by learners, with 66% rating them as the best. This high level of preference underscores the effectiveness of visual content in capturing learners' interest and helping them understand grammar through engaging and relatable contexts, suggesting that the dynamic and visually stimulating nature of cartoons helps to hold learners' attention and makes complex grammatical concepts more accessible. In addition, 31% of learners found the video materials useful, although not the most impactful. These students still benefited from the visual aids provided by the cartoons, but perhaps needed a combination of different types of materials to fully grasp grammatical concepts. In contrast, a small minority, only 3%, felt that video materials were the least effective. This could be attributed to individual learning preferences or difficulties in processing visual information.

Similarly, audio materials, such as songs, were highly appreciated, as 60% of the students considered them the most effective. Songs appeal to students because of the rhythm and melody, which can improve memory retention and make grammar learning more enjoyable. It is likely that the repetition and musical elements of songs help fix grammatical structures in learners' minds. On the other hand, 31% of the students found the songs to be successful, but not the most effective. This suggests that, although these students enjoyed learning with songs, they might have needed other types of materials for a more complete understanding. However, 9% of students considered songs to be the least effective, possibly due to personal preferences or difficulties in learning through auditory means alone.

In contrast, print materials, such as magazines, were less favored, with only 11% of students finding them the most successful and 23% as successful. This indicates that while some students benefit from traditional reading materials, a significant portion do not find them as engaging or effective as audio and video resources. The less interactive nature of print materials may not hold students' attention as effectively, leading to lower perceived effectiveness. In particular, 66% of students felt that magazines were the least effective materials, suggesting a strong preference for more interactive and multimedia content. This was also noted in the observation, as students preferred more dynamic and interactive materials to reading magazines.

7. Discussion

This section analyzes in depth the results of this study, in which the researcher compares them with some of the previous investigations and with the existing literature mentioned above. Likewise, it aims to answer the main research question and the sub-questions stated at the beginning of the inquiry, as well as to highlight the limitations that were identified during the development of the study and to provide insights for future research.

Regarding the main research question: How does the implementation of authentic materials improve the acquisition of target English grammar in middle school students of an educational institution in Loja during the 2023-2024 school year? The results of the instruments applied in this inquiry demonstrated that the use of the selected types of authentic materials, including cartoons, songs, and magazines, had a positive effect on the development of grammar acquisition since there was a notable improvement in students' understanding and application of grammatical structures. These findings align with those of Javadi & Tajik (2021), who emphasized the importance of incorporating authentic materials into English teaching methodologies to make grammar instruction more engaging and effective. However, it is important to acknowledge studies such as those by Tanihardjo & Stardy (2022), which suggested that authentic materials did not markedly improve grammatical comprehension compared to traditional textbooks, indicating that the effectiveness of these materials may vary depending on context and application.

Concerning the first specific question, What is the effectiveness of the use of authentic materials in the acquisition of English grammar? The effectiveness of these materials was evidenced by the significant improvement in the scores obtained in the pre-test (6.81) and the post-test (8.28), with a difference of 1.47 points (see Figure 1). "Language use" improved the most due to cartoons illustrating real grammatical structures in context. This was followed by progress in "Grammatical Meaning," which benefited from songs that provided clear examples and repetition of patterns. "Sentence structure" improved through the analysis of complex forms in the magazines, and "Word formation" also improved through magazine activities that emphasized the creation and use of new words (Figure 2).

These results highlight the effectiveness of authentic materials in improving learners' grammar acquisition by helping them to better understand and apply grammatical structures in real contexts. As noted in the literature review, Rao (2019) mentions that authentic materials are effective in enhancing grammar acquisition by providing engaging and contextually rich content that facilitates genuine comprehension and retention. Similarly, Codina (2020)

emphasizes their value in improving grammar, noting that they can be utilized at different levels of learning both inside and outside the classroom.

On the other hand, the second sub-question, What is the learners' perception of the use of authentic materials in English grammar acquisition?, revealed predominantly positive perceptions from participants. According to observations and questionnaire responses, most learners found the use of authentic materials to be highly beneficial for their grammar acquisition. Learners expressed that these materials were engaging and promoted active class participation, creating a more dynamic and effective learning environment. This, in turn, significantly enhanced students' motivation, confidence, and autonomy in their learning process. These results align with Shaxzoda's (2022) assertion that authentic materials expose learners to genuine language use, fostering a more attractive learning experience. Thus, the efficacy and positive impact of authentic materials are evident, as learners showed improvements in their grammar acquisition and expressed enjoyment with these tools.

Despite the positive results of the study, some limitations need to be addressed. First, since the research employed a mixed-method approach combining quantitative and qualitative data, some adjustments to the methodology could be applied. For instance, the qualitative instruments could be strengthened by incorporating additional data collection methods, such as interviews or focus groups, to gain a deeper insight into students' experiences and perceptions. This would provide more complete feedback on the research. In addition, the small sample size and the specific context of a single institution limited the generalizability of the results, so expanding the sample size would improve the validity and reliability of the findings. Moreover, the short intervention period (five weeks) limited the extent of observable improvements. Future studies should consider longer intervention periods to capture better the long-term benefits of using authentic materials.

8. Conclusions

This study aimed to determine the effectiveness of using authentic materials, such as cartoons, songs, and magazines, in facilitating the acquisition of grammatical skills among middle-basic education students. Based on the findings of the study, it can be concluded that:

There was a notable impact of the use of authentic materials on the acquisition of grammar by seventh graders. Since they demonstrated significant improvements in sentence structure identification, grammatical meaning retention, word formation, and language use in context. These advancements highlight the effectiveness of this strategy in providing real-world contexts that enhance learners' understanding and application of grammar, thereby improving overall comprehension.

The implementation of authentic materials has proven to be an effective strategy. To illustrate, printed materials (magazines) enhanced understanding of grammatical structures, as the written text allowed students to directly identify, analyze, and practice sentence forms and word formations. On the other hand, audio materials (songs) with their repetitive and rhythmic patterns reinforced understanding of grammatical meanings by providing clear and memorable examples of grammar in use. Additionally, video materials (cartoons) allowed students to observe and relate grammatical structures in attractive and familiar contexts, thus enhancing their practical use of the language.

Furthermore, students' perceptions underscored the effectiveness and attractiveness of the authentic materials in the learning process. Learners expressed their positive attitude towards them highlighting that these resources enhanced their grammatical competence, stimulated their motivation, facilitated their interest, and provided exposure to the contextual use of language. Consequently, fostering a more enriching and effective learning experience.

9. Recommendations

Based on the conclusions of the study, some recommendations are proposed to optimize the implementation of the strategy.

Firstly, it is advocated that teachers integrate authentic materials into regular teaching practices to improve learners' acquisition of grammar. In the same way, ongoing support and appropriate follow-up activities should be provided to ensure that students remain engaged and to reinforce their understanding. In addition, it is advisable to ask for students' feedback on their experiences with these materials to help refine and improve teaching strategies, ensuring that the learning process remains dynamic and effective.

Furthermore, institutional policymakers should support the integration of innovative strategies into the PEA. This includes ongoing teacher training focused on implementing authentic materials across various educational settings to maximize their benefits on language learning outcomes.

Finally, for future researchers, it is suggested to extend the duration of the study to examine the long-term effects of authentic materials. Likewise, implementing this strategy across diverse student populations and educational settings can provide a more comprehensive view of its effectiveness. Refining the use of printed materials is also advisable, as learners did not find them as engaging as the other types of materials. Hence, investigating ways to make these print materials more relevant could enhance their impact. Last of all, it is recommended that future research on the implementation of authentic materials should also focus on other language skills, as this could provide a broader understanding of their overall impact on language acquisition.

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Annex 1. Informed consent

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____

representante legal de el/ la estudiante _____, autorizo que

mi

representado sea partícipe en las actividades a realizarse como parte del proyecto de

investigación de Integración Curricular titulado **Materiales auténticos y adquisición de la**

gramática en estudiantes de educación básica media de una institución educativa de Loja,

año lectivo 2023-2024, llevado a cabo por Nathali Silvana Jaramillo Yunga, estudiante de la

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de

Loja. Comprendo que la participación de los adolescentes en el desarrollo del presente proyecto

no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la

identidad de los adolescentes no será publicada, y las imágenes registradas durante la propuesta

de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán

protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi

consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas

las actividades realizadas durante la intervención del proyecto mencionado.

 _____ de abril de 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

UNIVERSIDAD NACIONAL DE LOJA

FEAC. PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

DATA COLLECTION: PRE-TEST

Dear student, this test is intended to assess your grammatical competence. For accurate answers to the questions, please follow the instructions. Answer the following questions truthfully and honestly.

Student's code: _____

Date: _____

Good Luck! ☺

WORD FORMATION (2,5 points)

1. Use the words in capitals to form a new word that fits into each blank.

   a) The teacher gave clear _____ of the rules of the game. **(EXPLAIN)**

   b) He read a _____ story to his sister. **(MAGIC)**

   c) She made a _____ to buy a new car. **(DECIDE)**

   d) Her _____ in the competition was perfect. **(PERFORM)**

   e) The movie was _____. **(INTEREST)**

SENTENCE STRUCTURE (2,5 points)

2. Unscramble the words to form correct sentences in the present simple and past simple tense. (*1,25 points*)

   a) the / always / She / morning. / runs / in

   _____

   b) homework / at / He / did / night. / his

   _____

c) painted / picture. / a / She / beautiful

_____

d) cooks / dinner. / mother / My / usually / the

_____

e) the / water / plants / I / day. / every

_____

**3. Complete the sentences with the future form of the verb in brackets. (*1,25 points)*

a) Tomorrow, I _____ **(not / go)** to school because it's a holiday.

b) _____ they _____ **(travel)** to France next summer?

c) She _____ **(study)** for her exams this weekend.

d) It _____ **(not / rain)** tomorrow, according to the weather forecast.

e) What time _____ you _____ **(leave)** for the party?

   GRAMMATICAL MEANING (2,5)

4. Write (T) if is true or (F) if is false according to the meaning of present, past simple, and future. (2,5 points)

a) We use the present simple to talk about routines and habits.   (   )

b) The past simple is used for actions that happened in the future.   (   )

c) We use the future tense to describe actions that will happen in the present.   (   )

d) "She walked to school yesterday" is an example of the past simple tense.   (   )

e) The sentence "I will go to the cinema tomorrow" is in the future tense.   (   )

USE OF LANGUAGE (2,5)

5. Using the following verbs write five sentences in present, past, and future (will).

GO	PLAYED	WILL VISIT	LIKE (NOT)	ATE (NOT)

a) _____

b) _____

c) _____

d) _____

e) _____

THANK YOU FOR YOUR COLLABORATION

UNIVERSIDAD NACIONAL DE LOJA

FEAC. PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

DATA COLLECTION: POST-TEST

Dear student, this test is intended to assess your level of reading comprehension. For accurate answers to the questions, please follow the instructions. Answer the following questions truthfully and honestly. Your answers will be confidential

Student's code: _____

Date: _____

GRAMMATICAL COMPETENCE

WORD FORMATION (2,5 points)

1. Use the words in capitals to form a new word that fits into each blank.

   a) She wore a _____ dress to the party. **(COLOR)**

   b) His _____ is very creative. **(IMAGINE)**

   c) The teacher's _____ made learning fun. **(KIND)**

   d) The flowers in the garden are very _____. **(BEAUTY)**

   e) His _____ in solving puzzles is amazing. **(CREATE)**

SENTENCE STRUCTURE (2,5 points)

2. Unscramble the words to form correct sentences in the present simple and past simple tense. (*1,25 points*)

  a) the / always / walks / dog / She / her / evening. / in

    _____

  b) cooked / last / mother / My / dinner / night

    _____

c) watches / brother / My / TV / never / morning. / the / in

_____

d) went / They / cinema / the / to / yesterday.

_____

e) plays / piano. / the / often / He

_____

3. Complete the sentences with the future form of the verb in brackets. (*1,25 points*)

a) I _____ **(not / eat)** junk food anymore starting from next week.

b) _____ she _____ **(visit)** her grandparents this weekend?

c) They _____ **(travel)** to Japan next year for their holiday.

d) We _____ **(not / watch)** the movie tonight.

e) What time _____ you _____ **(start)** your new job tomorrow?

GRAMMATICAL MEANING

4. Write (T) if is true or (F) if is false according to the meaning of present, past simple, and future. (2,5 points)

a) We use the present simple to talk about routines and habits.   ( )

b) The past simple is used for actions that happened in the future.   ( )

c) We use the future tense to describe actions that will happen in the present.   ( )

d) "I was at my house yesterday" is an example of the past simple tense.   ( )

e) The sentence "He walks to school every day" is in the future tense.   ( )

USE OF LANGUAGE (2,5)

5. Using the following verbs write five sentences in present, past, and future (will).

WENT	PLAY	WILL TRAVEL	WALK (NOT)	WATCH (NOT)

a) _____

b) _____

c) _____

d) _____

e) _____

THANK YOU FOR YOUR COLLABORATION

Pre – test

UNIVERSIDAD NACIONAL DE LOJA
FEAC. PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Indicator: Word formation

N.º	Question	Answer	Score per item
1	Use the words in capitals to form a new word that fits into each blank.	a) Explanation	0,50 points
		b) Magical	0,50 points
		c) Decision	0,50 points
		d) Performance	0,50 points
		e) Interesting	0,50 points
		TOTAL	**2,5 points**

Indicator: Sentence structure

N.º	Question	Answer	Score per item
2	Unscramble the words to form correct sentences in the present simple and past simple tense	a) She always runs in the morning.	0,25 points
		b) He did his homework at night.	0,25 points
		c) She painted a beautiful picture.	0,25 points
		d) My mother usually cooks dinner.	0,25 points
		e) I water the plants every day.	0,25 points
		TOTAL	**1,25 points**
3	Complete the sentences with the future form of the verb in brackets.	a) Won't go	0,25 points
		b) Will_travel	0,25 points
		c) Will study	0,25 points
		d) Won't rain	0,25 points
		e) Will_leave	0,25 points
		TOTAL	**1,25 points**

	TOTAL QUESTION		2,5 points

Indicator: Grammatical meaning

N.º	Question	Answer	Score per item
4	Write (T) if is true or (F) if is false according to the meaning of present, past simple, and future.	a) T	0,50 points
		b) F	0,50 points
		c) F	0,50 points
		d) T	0,50 points
		e) T	0,50 points
		TOTAL	2,5 points

Indicator: Use of language

N.º	Question	Answer	Score per item
5	Using the following verbs write five sentences in present, past, and future (will).	a) Ss own response.	0,50 points
		b) Ss own response.	0,50 points
		c) Ss own response.	0,50 points
		d) Ss own response.	0,50 points
		e) Ss own response.	0,50 points
		TOTAL	2,5 points

Post – test

Indicator: Word formation

N.º	Question	Answer	Score per item
1	Use the words in capitals to form a new word that fits into each blank.	a) Colorful	0,50 points
		b) Imagination	0,50 points
		c) Kindness	0,50 points
		d) Beautiful	0,50 points
		e) Creativity	0,50 points
		TOTAL	**2,5 points**

Indicator: Sentence structure

N.º	Question	Answer	Score per item
2	Unscramble the words to form correct sentences in the present simple and past simple tense	a) She always walks her dog in the evening.	0,25 points
		b) My mother cooked dinner last night.	0,25 points
		c) My brother never watches TV in the morning.	0,25 points
		d) They went to the cinema yesterday.	0,25 points
		e) He often plays the piano.	0,25 points
		TOTAL	**1,25 points**
3	Complete the sentences with the future form of the verb in brackets.	a) Won't eat	0,25 points
		b) Will_visit	0,25 points
		c) Will travel	0,25 points
		d) Won't watch	0,25 points
		e) Will_start	0,25 points

		TOTAL	1,25 points
	TOTAL QUESTION		**2,5 points**

Indicator: Grammatical meaning

N.º	Question	Answer	Score per item
4	Write (T) if is true or (F) if is false according to the meaning of present, past simple, and future.	a) T	0,50 points
		b) F	0,50 points
		c) F	0,50 points
		d) T	0,50 points
		e) F	0,50 points
		TOTAL	**2,5 points**

Indicator: Use of language

N.º	Question	Answer	Score per item
5	Using the following verbs write five sentences in present, past, and future (will).	a) Ss own response.	0,50 points
		b) Ss own response.	0,50 points
		c) Ss own response.	0,50 points
		d) Ss own response.	0,50 points
		e) Ss own response.	0,50 points
		TOTAL	**2,5 points**

Annex 5. Grading Scale According to the Ecuadorian Ministry of Education

Qualitative Scale	Quantitative Scale
A: Masters the required learning components	9,00 – 10,00
B: Reaches the required learning components	7,00 – 8,99
C: Almost reaches the required learning components	4,01 – 6,99
D: Does not reach the required learning components	<4

Source: Academic performance, a reflection on behavior in students of a school in Guayaquil, Ecuador (2019).

UNIVERSIDAD NACIONAL DE LOJA

FEAC. PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

Dear student, answer the following questionnaire with sincerity and honesty.

Student's code: _____

Date: _____

DATA COLLECTION: QUESTIONNAIRE

STUDENTS' PERCEPTION QUESTIONNAIRE

1. **Did the lessons feel different from your typical classroom activities?**

☺	😐	☹
Agree	Neutral	Disagree
○	○	○

2. **Were the activities using authentic materials clear and easy to understand?**

☺	😐	☹
Agree	Neutral	Disagree
○	○	○

3. **Did you feel motivated to learn English grammar with authentic materials?**

☺	😐	☹
Agree	Neutral	Disagree
○	○	○

   Why? _____

4. **Activities presented utilizing authentic materials (such as songs, cartoons, magazines, and restaurant menus), made me feel engaged and encouraged me to participate in the class.**

☺	😐	☹
Agree	Neutral	Disagree
○	○	○

5. **The activities of authentic materials used during the class (audio, video, and printed materials) allowed me to improve the retention of grammatical structures and establish a connection with real situations.**

Agree	Neutral	Disagree
○	○	○

6. **Authentic materials help me to understand the lesson and to complete the activities on my own.**

Agree	Neutral	Disagree
○	○	○

7. **I believe that the implementation of authentic materials has positively helped me to learn grammar in a meaningful way.**

Agree	Neutral	Disagree
○	○	○

Why? _____

8. **Select from 1 to 4 which type of authentic materials was the most and the less successful for improving your grammatical competence.**

	Most successful (4)	Successful (3)	Less Successful (2)	Unsuccessful (1)
Audio materials (*Songs*)				
Video materials (*Magazines, restaurant menus*)				
Printed materials (*Cartoons*)				

UNIVERSIDAD NACIONAL DE LOJA

FEAC. PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

FIELD NOTES		
Observation #: 1 **Topic:** Character and personality (Present simple) **Authentic material indicator:** Video material; cartoon: Mr. Bean	**Date:** April 22nd, 2024 **School:** Unidad Educativa Fiscomisional "Mater Dei" **Class:** 7th "D" **Number of students:** 35	**Preservice teacher:** Nathali Jaramillo **Length of the observation:** 90 minutes
Descriptive notes		**Reflective notes**
During the lesson, students watched a cartoon fragment to enhance their understanding of the simple present tense. They started with a "hot potato" activity to recall prior knowledge, followed by watching "Mr. Bean" to see the tense in real-life contexts. The teacher paused the video for discussions on tense usage. Students then worked through book exercises to identify correct verb forms and completed a worksheet on sentence transformation and error correction related to the cartoon. This activity was successfully completed, indicating that the students had grasped the topic and its real-world applications.		The use of the "Mr. Bean" cartoon was particularly effective in illustrating the use of the simple present tense in context. The visual and humorous nature of the cartoon engaged students and provided clear examples of the tense in real-life situations. However, more time could have been allocated for student practice and interaction, especially during the activities stage. This additional time would have allowed for deeper exploration and reinforcement of the grammatical concepts. Overall, it was a productive lesson with room for small improvements to enhance student engagement and understanding.

FIELD NOTES		
Observation #: 3 **Topic:** My house appliances (Quantifiers) **Authentic material indicator:** Printed material; Magazine advertising	**Date:** April 29th, 2024 **School:** Unidad Educativa Fiscomisional "Mater Dei" **Class:** 7th "D" **Number of students:** 35	**Preservice teacher:** Nathali Jaramillo **Length of the observation:** 90 minutes
Descriptive notes		**Reflective notes**
The lesson began with an engaging warm-up activity and a discussion to activate students' prior knowledge. In the study phase, magazine advertisements were used to practice sentence structure and word formation, focusing on quantifiers and general grammar. This included cultural context discussions and expressions. During the activate phase, students worked in groups on textbook exercises. For the independent activity, they wrote short paragraphs based on magazine advertising prompts, describing household appliances in terms of quality, size, frequency, cost, and price. The final activity was challenging as students struggled to write the paragraphs.		The use of magazine advertisements to enhance sentence structure acquisition was less effective than expected, as students found the material dull. Improvements could include selecting more engaging, shorter materials that highlight innovative aspects of the topic. Additionally, incorporating more interactive and collaborative activities, along with providing a model paragraph to support students in formulating their responses more effectively. This additional guidance could help students better understand the task and improve their writing tasks.

FIELD NOTES		
Observation #: 5 **Topic:** My house appliances (Can/cannot, comparatives) **Authentic material indicator:** Audio material; Song: Anything you can do	**Date:** May 06^{th,} 2024 **School:** Unidad Educativa Fiscomisional "Mater Dei" **Class:** 7th "D" **Number of students:** 35	**Preservice teacher:** Nathali Jaramillo **Length of the observation:** 90 minutes
Descriptive notes		**Reflective notes**
The lesson focused on using English songs to teach modals and comparatives in the context of household appliances. The song "Anything You Can Do" was effectively used to demonstrate the use of modal verbs and comparatives, as well as their grammatical meanings. The guided practice activities reinforced the use of these grammatical structures through various exercises. During the independent activities, students demonstrated their understanding by creating dialogues that showcased appliance functions and appropriately used modal verbs. This approach helped students apply what they learned in a practical, engaging manner, making the lesson both enjoyable and educational.		Although the song wasn't as engaging due to its lack of familiarity, it still effectively illustrated the target grammar points and facilitated learning. Pausing the song to ask comprehension questions was beneficial, as it encouraged active listening and reinforced grammar points. The use of peer feedback was valuable, promoting reflection and constructive criticism. Overall, the lesson effectively combined the authentic audio material with follow-up activities, which not only helped students acquire grammatical meaning but also improved word formation, sentence structure, and overall use of language. Future lessons could benefit from selecting more familiar songs to increase engagement.

LESSON PLAN # 2		
Institution Name:	Unidad Educativa Fiscomisional "Mater Dei"	
Date:	April 22nd, 2024	**School Year:** 2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x) Municipal ( )	
Institutional Tutor:	Mgtr. Jhoanna Figueroa	
Academic Tutor:	Mgtr. Edgar Mariano Castillo	
Thesis Director:	Mgtr. Jhimi Vivanco	
Preservice Teacher:	Nathali Silvana Jaramillo Yunga	
Schedule	Monday 08:45 – 10:45	
Lesson time:	90 mins	**Language level:** A2
Class / Number of Students:	7th "D" 35 students	
Topic:	Character and personality	
Contents:	Personality adjectives Simple present (affirmative, negative, interrogative) Adverbs of frequency	
Lesson Objective:	• To talk about daily routines, habitual actions, and general truths using the simple present tense. o To enhance students' understanding and usage of the present simple tense by incorporating authentic video materials, such as cartoons, that depict real-life contexts and scenarios.	
Materials	• Students' book, slides presentation, worksheets. o Cartoon: Simple Present Tense with Mr. Bean - Mr. Bean ile Simple Present Tense https://www.youtube.com/watch?v=7LVmCH6pzEs	

Starter	Time
Daily prayers: The Lord's Prayer, Hail Mary, Saint Michael the Archangel.	5 minutes

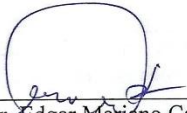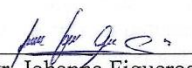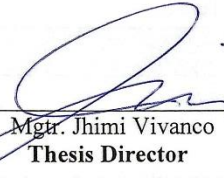| Engage	Time
Warm-up: Develop the "Hot Potato" warm-up activity, in which students have to say vocabulary related to a specific category (e.g. adjectives, verbs, etc.) and pass a toy (that is the "hot potato) to the other classmates. Initiate a class discussion by recalling learners' prior knowledge about the topic of Simple Present Tense.	10 minutes

Study	Time

	Time
o Show a short cartoon where characters frequently use the simple present tense (e.g., describing daily routines). Pause at key sentences to analyze and discuss the use of the tense. Simple Present Tense with Mr. Bean - Mr. Bean ile Simple Present Tense Link: https://www.youtube.com/watch?v=7LVmCH6pzEs • Introduce the structure of the simple present tense, including affirmative, negative, and interrogative forms. Use examples like "I go", "I do not go", and "Do I go?" with the aid of a slides presentation. • In the same way, the teacher makes a review of the adverbs of frequency (always, usually, never) its structure, and their meanings by the use of a graphic organizer.	40 minutes

Activate	**Time**
• Students complete exercises in their book, filling in sentences with the correct form of the verb in the simple present tense. Focus on using the personality adjectives. • Provide extra guidance about the topic to ensure students understand the topic. o Worksheet Activity: Hand out worksheets with mixed exercises, including sentence transformation and error correction related to the cartoons' grammar focus.	30 minutes

Assessment	**Time**
Monitor student participation during the activate stage (book activities, present simple worksheet) to provide immediate feedback as well as to assess understanding and correct usage of the verb tense.	Throughout the class

Closure/Feedback	**Time**
• Recap the main grammar points. • Invite students to give feedback on what they found challenging in order to provide more explanation on what the students could not understand.	5 minutes

Observations
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Signatures:

Mgtr. Edgar Mariano Castillo **Academic Tutor**	Mgtr. Johanna Figueroa **Institutional Tutor**
Srta. Nathali Jaramillo **Preservice Teacher**	Mgtr. Jhimi Vivanco **Thesis Director**

Educamos para Transformar

LESSON PLAN # 3

Institution Name:	Unidad Educativa Fiscomisional "Mater Dei"		
Date:	April 29th, 2024	School Year:	2023-2024
Type of Instituttion	Public ( )　　Private ( )　　Fisco-Misional (x)　Municipal ( )		
Institutional Tutor:	Mgtr. Jhoanna Figueroa		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Nathali Silvana Jaramillo Yunga		
Schedule	Monday 08:45 – 10:45		
Lesson time:	90 mins	Language level:	A2
Class / Number of Students:	7th "D" 35 students		
Topic:	My house appliances		
Contents:	-Household devices and appliances　　-How many…? How much…? There is/are　　　　　　　　　　　　　-Adverbs of frequency Expressions: *expensive* or *cheap*.		
Lesson Objective:	• To describe the quantity, time, cost, and frequency of using household devices and appliances. ○ To recognize the impact of integrating authentic materials using magazine advertising in enhancing sentence structure acquisition.		
Materials	• Students' book, slides presentation. ○ Magazine advertising.		

Starter	Time
Daily prayers: The Lord's Prayer, Hail Mary, Saint Michael the Archangel.	5 minutes

Engage	Time
Warm-up: Start with the "What is it?" warm-up activity (i.e. the teacher gives 5 hints for students to guess the name of the household device), then present the objective of the class. - Initiate a discussion by asking questions to recall students' prior knowledge of the topic (e.g. "How many televisions are in your house?")	7 minutes

Study	Time
○ Show images or snippets from magazines where appliances are part of lifestyle discussions or advertisements. Discuss how appliances are showcased in different cultural contexts.	35 minutes

	Time
o Present sentences from the magazines highlighting and practicing "How many…?" and "How much…? (E.g., "How much does the refrigerator cost?" How many prizes are there per week?) o Use examples from magazines mentioning appliance prices. Teach expressions like "It costs...", "It's cheap", "It's expensive". • Use a slides presentation to explain the usage of "How many…?" for countable items and "How much…?" for uncountable concepts (like time or cost), *there is* and *there are,* and *frequency adverbs* (Once, twice three times).	

Activate	**Time**

• In groups, students will work through exercises in their textbooks (pages 68-73) that focus on the grammar and vocabulary of the lesson.
    - Read the sentence and complete it with the correct device.
    - Answer the questions regarding how much…?, how many…?.
 o Based on the magazine advertising prompt, students write a short paragraph on a worksheet describing how many household appliances are at their home; how much time they use them; how many times; their price; and if those devices are expensive or cheap.
	35 minutes

Assessment	**Time**
Ask for students' participation regarding the short paragraph where some students have to read aloud the work they have done, which will serve the teacher as a tool to provide immediate feedback and assess understanding.	5 minutes

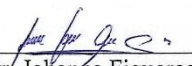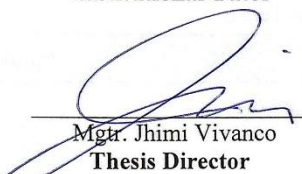| **Closure/Feedback**	**Time**
• Recap the main grammar points. • Assign a related activity on the Liveworksheets platform to reinforce the grammar learned in the lesson at home.	3 minutes

Observations
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Signatures:

Mgtr. Edgar Mariano Castillo **Academic Tutor**	Mgtr. Johanna Figueroa **Institutional Tutor**
Srta. Nathali Jaramillo **Preservice Teacher**	Mgtr. Jhimi Vivanco **Thesis Director**

LESSON PLAN # 4

Institution Name:	Unidad Educativa Fiscomisional "Mater Dei"

Date:	May 06^{th,} 2024	**School Year:**	2023-2024

Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x) Municipal ( )
Institutional Tutor:	Mgtr. Jhoanna Figueroa
Academic Tutor:	Mgtr. Edgar Mariano Castillo
Thesis Director:	Mgtr. Jhimi Vivanco
Preservice Teacher:	Nathali Silvana Jaramillo Yunga
Schedule	Monday 08:45 – 10:45

Lesson time:	90 mins	**Language level:**	A2

Class / Number of Students:	7th "D" 35 students
Topic:	My house appliances
Contents:	- Household devices and appliances Can/cannot - Comparatives (more expensive than)
Lesson Objective:	• To discuss the functionalities and possibilities of household devices using the modal verb "can." o To explore the effectiveness of implementing authentic materials in the form of English songs in improving the acquisition of grammatical meaning.
Materials	• Students' book, slides presentation. o Song "Anything You Can Do" from the musical "Annie Get Your Gun" https://www.youtube.com/watch?v=E9egW0RjHK8

Starter	**Time**
Daily prayers: The Lord's Prayer, Hail Mary, Saint Michael the Archangel.	5 minutes

Engage	**Time**
Warm-up: The teacher starts the class with the "Hangman" warm-up activity (i.e. learners have to guess a word related to the topic), then presents the class' objective. - Initiate a discussion by asking questions to recall students' prior knowledge of the topic (e.g. "In what device cakes are baked?")	5 minutes

Study	**Time**
o The teacher shows digital flashcards of household appliances and discusses their main uses briefly. o The teacher then introduces the song "Anything You Can Do" from the musical "Annie Get Your Gun," highlighting its use of the modal verb "can" and the comparative form. (See annex 1)	30 minutes

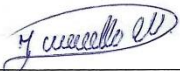o While playing the song, the teacher pauses at key lyrics to ask comprehension questions about the modal verbs and structures being used.

o The teacher highlights specific sentences from the song that use comparatives and the modal verb "can," such as: "Can I…?" and "Yes, you can/No, you cannot"

• Using examples from the song the teacher teaches comparative forms emphasizing in expressions like-. "more expensive than" regarding to different appliances' prices.

• Teacher uses a slides presentation to explicitly teach the use of "can" for possibilities, "cannot" for negation, and "Can I" for questions. (See annex 2)

Activate	Time

• Students complete selected exercises from their textbooks (pages 74-75) focusing on the grammar and vocabulary introduced.
  - Answer true or false regarding the price of the house appliances.
  - Answer "yes you can or no you cannot" according to the questions given.
o Students in pairs create and practice short dialogues using some vocabulary and grammar structures shown in the song. They must incorporate at least one modal verb and one comparative structure.
Example: "Discuss with your partner which appliance is better for cooking a pizza and why, using 'can' and 'more expensive than.'"
	25 minutes

Assessment	Time
• The teacher asks the pairs to present their dialogues to the class, which helps the teacher to assess their practical use of language and understanding of appliance functions.	20 minutes

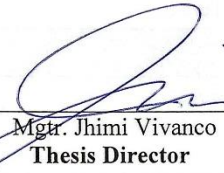| Closure/Feedback	Time
• The teacher provides immediate feedback on grammar, vocabulary usage, and fluency, also, encourages peer feedback where students comment on what they liked about each presentation and what could be improved.	5 minutes

Observations

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Signatures:

_____
Mgtr. Edgar Mariano Castillo
Academic Tutor

_____
Mgtr. Johanna Figueroa
Institutional Tutor

_____
Srta. Nathali Jaramillo
Preservice Teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

LESSON PLAN # 5

Institution Name:	Unidad Educativa Fiscomisional "Mater Dei"		
Date:	May 13th, 2024	**School Year:**	2023-2024
Type of Instituttion	Public ( ) Private ( ) Fisco-Misional (x) Municipal ( )		
Institutional Tutor:	Mgtr. Jhoanna Figueroa		
Academic Tutor:	Mgtr. Edgar Mariano Castillo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Nathali Silvana Jaramillo Yunga		
Schedule	Monday 08:45 – 10:45		
Lesson time:	90 mins	**Language level:**	A2
Class / Number of Students:	7th "D" 35 students		
Topic:	My bedroom		
Contents:	Furniture vocabulary -Possessive pronouns Present progressive		
Lesson Objective:	• To describe ongoing actions by using the structure of the present progressive tense. o To enhance students' understanding and usage of the present progressive tense by incorporating authentic video materials, such as cartoons, that depict real-life contexts and scenarios.		
Materials	• Students' book, slides presentation, worksheet, bingo card. o Cartoon: Peppa Pig: Sleepover https://www.youtube.com/watch?v=J_QzHvjNdtA		

Starter	**Time**
Daily prayers: The Lord's Prayer, Hail Mary, Saint Michael the Archangel.	5 minutes

Engage	**Time**
Warm-up: The teacher starts the class with a warm-up activity called ''Daily Routine Bingo!'', in which the teacher divides the class into five groups, each receiving a bingo card featuring different daily routine activities. As the teacher announces various activities, students mark them on their cards. The first group to complete a line shouts "Bingo!" and wins. (See annex 1) **Review:** The teacher initiates a discussion by asking questions to recall students' prior knowledge of the topic (e.g. "What is the teacher doing right now?")	5 minutes

Study	Time
o The teacher introduces the topic by displaying a short cartoon related to the vocabulary of furniture in a bedroom and living room (e.g., desk, bookcase, cushions, etc.). This visual aid helps students connect words with images. *Peppa Pig: Sleepover:* https://www.youtube.com/watch?v=J_QzHvjNdtA (See annex 2). o The teacher pauses the video at key sentences to analyze and discuss the use of the vocabulary and also provides more examples. • Using a slide presentation, the teacher explains explicitly the furniture vocabulary and integrates possessive pronouns (e.g., mine, yours, hers, etc.) and the present progressive tense structure. (See annex 3)	30 minutes

Activate	Time
• Students complete fill-in-the-blank, true or false, and labeling activities from their textbooks focusing on the grammar and vocabulary introduced. (*Textbook activity, p. 59-60*). o Students complete a worksheet activity including sentence transformation and error correction related to the cartoons' grammar focus. (See annex 4) o In groups, students role-play scenarios using the vocabulary and grammar structures learned. Each student describes actions in their 'virtual' living room or bedroom using the present progressive tense.	25 minutes

Assessment	Time
• The teacher assesses understanding by asking students to present the roleplay mentioned in the previous stage, in front of the class.	20 minutes

Closure/Feedback	Time
• The teacher provides immediate feedback on grammar, vocabulary usage, and fluency, and encourages peer feedback. • The teacher summaries the key points from the lesson.	5 minutes

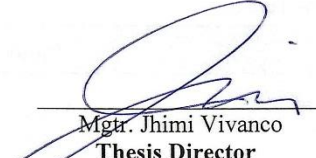| Observations |
|---|
| .... |

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Thesis Director

Educamos para **Transformar**

Annex 9. Copyleaks report

Copyleaks

Plagiarism and AI Content Detection Report

Nathali Jaramillo (CLF).docx

Scan details

Scan time:
July 29th, 2024 at 11:36 UTC

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AI Content Detection

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Text coverage		Words
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⚪ Human text	**100%**	12218

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Students' perceptions on the benefits of authentic materials through technology in English listening
comprehension Percepciones de los al...

Annex 10. Research Matrix

Theme	Authentic materials and grammar acquisition among middle basic education students at an educational institution in Loja, school year 2023-2024			
Problem	**Objectives**	**Theoretical Framework**	**Methodological design**	**Indicators**
General problem How does the implementation of authentic materials improve middle basic education students' acquisition of the target English grammar at an educational institution in Loja during the school year 2023-2024?	**General Objective** To improve English grammar acquisition among middle basic education students by implementing authentic materials at an educational institution in Loja, school year 2023-2024.	**Independent variable** 5.1 Authentic materials 5.1.1 Types 5.1.2 Advantages and disadvantages. 5.1.3 Authentic materials and grammar acquisition 5.1.4 Authentic materials as a grammar source 5.1.5 Criteria of the selection 5.1.6 Challenges	**Research design** Action research / mixed method Intervention proposal Instruments	**Grammar** Word formation Sentence structure Grammatical meaning Use of language
Subproblems What is the effectiveness of implementing authentic materials in grammar acquisition? What are the students' perceptions about the implementation of authentic materials in grammar acquisition?	**Specific Objectives** To identify the effectiveness of employing authentic materials in the context of English grammar acquisition. To describe the student's perceptions and attitudes toward the use of authentic materials in English grammar acquisition.	**Dependent Variable** 5.2 Grammar acquisition 5.2.1 Definition 5.2.2 Importance 5.2.3 Effective grammar instruction 5.2.4 Components 5.2.5 Factors that affect grammar acquisition 5.2.6 Approaches 5.2.7 Innovative methods 5.2.8 Strategies **5.3 Previous studies**	**Intervention** Lesson Plan (ESA Model) - **Engage:** Warm-up, objective discussion and review of the last class. - **Study:** Instruction, controlled, and guided practice. - **Activate:** Group/pair activities, reflections, and assessment.	**Techniques/ Instruments** **Testing Technique** Pre-test Post-test **Observation Technique** Field notes **Survey Technique** Questionnaire