



**THE IMPACT OF AUTHENTIC MATERIALS ON RURAL SECONDARY
ENGLISH LEARNERS**

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To my daughter Martina, you are always the reason to find out my path.

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ABSTRACT

This Master's research aims at describing to what extent the implementation of authentic materials (brochures, advertisements, product descriptions) impacts the intercultural competence of secondary EFL learners from a public rural high school in Nariño. This paper was carried out by collecting and analyzing the data by reviewing key concepts and designing a didactic sequence. Before applying all the elements of the didactic sequence, a semi-structured interview was applied. After this, a written and speaking pre-test was employed. Then, the didactic sequence was executed based on the concept of authenticity. Next, a written and speaking post-test phase was conducted for comparing results. Finally, an online questionnaire was employed to find out students' perceptions after the implementation of this teaching strategy. After all, considering the findings, the application of materials based on authenticity helped students enhance their intercultural communicative competence and English-speaking and writing skills. A supplementary benefit of this didactic strategy, the application of the questionnaire shows an increase in curiosity and motivation when using brochures, advertisements, and product descriptions for speaking tasks.

Key Words: authentic materials, intercultural communicative competence, and rural education

TABLE OF CONTENTS

| | Page. |
|--|-----------|
| ABSTRACT | V |
| 1. BACKGROUND | 1 |
| 2. JUSTIFICATION | 4 |
| 3. RESEARCH QUESTION AND OBJECTIVES | 7 |
| 3.1 Research Question and Objectives | 7 |
| 3.1.1 Research Question(s). | 7 |
| 3.1.2 General Objective | 7 |
| 3.1.3 Specific Objectives | 7 |
| 4. THEORETICAL FRAMEWORK | 8 |
| 4.1 Authenticity | 9 |
| 4.1.1 The Authenticity of The Resource | 11 |
| 4.2 Intercultural Approach | 16 |
| 4.2.1 Authentic Materials and Cultural Awareness | 19 |
| 4.3 Implications for rural learners | 21 |
| 5. METHODS | 24 |
| 5.1 Research design | 24 |
| 5.2 Socio-Academic Context | 24 |
| 5.3 Participants | 26 |
| 5.4 Methodology | 27 |
| 5.4.1 Step 1 Design a Didactic Sequence..... | 27 |
| 5.4.2 Step 2 Semi-Structured Interviews..... | 28 |
| 5.4.3 Step 3 Do a Pre-Test | 28 |
| 5.4.4 Step 4 Implementation of the Didactic Sequence | 29 |
| 5.4.5 Step 5 Post-Test | 30 |
| 5.4.6 Step 6 A Final Questionnaire | 30 |
| 5.4.7 Step 7 Data analysis | 30 |
| 5.5 Ethical Considerations | 31 |
| 6. RESULTS AND DISCUSSION | 31 |
| 6.1 Design of the Didactic Sequence | 32 |
| 6.2 Semi-Structured Interviews | 33 |
| 6.3 Implementation of the Didactic Sequence | 38 |
| 6.4 Pre-Test and Post-Test | 43 |
| 6.4.1 Speaking Tasks | 45 |
| 6.4.2 Writing Tasks..... | 52 |

| | | |
|------------|---|-----------|
| 6.5 | Final questionnaire..... | 59 |
| 7. | CONCLUSIONS | 66 |
| 8. | REFERENCES..... | 71 |
| 9. | APPENDICES | 75 |
| 9.1 | Appendix 1. Didactic Sequence “Intercultural Movers” Based on Authentic Materials..... | 75 |
| 9.2 | Appendix 2. Semi-Structured Interview Format. | 87 |
| 9.3 | Appendix 3. Pretest Writing Task | 89 |
| 9.4 | Appendix 4. Post-Test Writing Task..... | 91 |
| 9.5 | Appendix 5. Final Questionnaire..... | 93 |
| 9.6 | Appendix 6. Letter to Parents or Guardians..... | 96 |

1. BACKGROUND

It could be seen that the teaching of English is more focused on a communicative way, where conveying meaning, and purposeful language is more relevant than simply contrived or grammatically correct sentences (Zhang,2005). Considering this, task-based learning has become one of the most significant approaches to language teaching. So, if activities are related to task-based instruction, language learning is more meaningful and natural. Willis and Willis (2007) defined task-based teaching as “providing students with “activities which will promote interest and interaction” in the classroom” (p.11). This approach to teaching places emphasis on developing/designing tasks that engage learners’ appropriation of the target language. A task is considered a significant element in acquiring a language. According to Richards and Rodgers (2004) "engaging learners in task work provides a better context for the activation of learning processes" (p. 223). Nunan cited by Oura (2001, p. 7) mentions that a task is a piece of meaning-focused work which involves learners in comprehending, manipulating, producing, and interacting with the target language. Hence, if English teachers present activities that are related to task-based instruction, language learning will become more meaningful and natural.

Bearing in mind the previous fact, teachers should expose or provide students with real-life communication, and to accomplish that goal, authentic materials that reflect the real world must be applied. Rogers (1988) describes authentic materials as 'appropriate' and 'quality 'in terms of goals, objectives, learner ne

eds, and interests and 'natural' in terms of real-life and meaningful communication (p. 467). Brinton (1991) mentions that authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Nunan (1999) defines this concept as spoken or written language data that has been developed to produce

real communication. Additionally, some authors discuss the usefulness of authentic materials in language teaching, (Philips & Shetlsworth, 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001) comment on the following reasons: (1) they provide exposure to learners to real language; (2) they are more related to learners' needs; (3) they have a positive effect on learners' motivation; (4) they give authentic cultural information to the students; (5) they support a more creative approach to the teaching. Consequently, most authentic materials present current topics in news or culture or help students learn information that is useful in their everyday lives. They can be printed, video and audio materials, such as change-of-address forms, TV shows, news, documentaries, movie clips and trailers, online videos, radio broadcasts, songs, photographs, artwork, advertisements, magazines, recipes, food labels, menus, job applications, menus, voice mail messages among others; they are often free and very easy to find online or perhaps in certain locations in your communities. In this way, teachers through meaningful and accurate task-based activities can encourage learners to bring their samples of authentic language into the classroom from their real context.

In addition, it cannot be denied the relevance of language, culture, and their relationship. Then, it is suitable to develop our students' cultural awareness in order to help scholars envision themselves as language users and bring their daily life to the classroom by following their interests. So, English must be seen as a means of communication that should not be compelled to culturally specific conditions of use but should be easily conveyable to any cultural setting (Byram, Gribkova, & Starkey 2002). As it can be noticed, developing intercultural competence relates to the notion of authenticity, since this aspect is especially considerable when language is viewed as an exemplification of culture and the process of learning as the negotiation of this relationship. Liddicoat and Scarino (2013) indicate that the resources used in class should reflect the "real world." This real-world needs to be

understood as the world of the intercultural language user, who mediates between languages and cultures as an inherent part of communication.

The afore discussion on authentic materials and intercultural competence have a connection with rural learners like the participants in this research project. So, it is important to point out that teaching English in rural areas in Colombia has some unfavorable implications. These kinds of communities commonly have little experience with people from other cultures and do not have enough resources and bilingual people. As Holguin and Morales (2016) mention, there are several challenges that English teachers from rural areas must face, such as isolation, cultural adaptation, and misconceptions that rural families have about education, motivation, infrastructure, and violence. Of these aspects, two have a direct bearing on, first the misconception about families in education because they just see the relevance of learning basic subjects like reading, writing, and math for instance English is not considered an important one. Aside from that, these students do not have an interest in learning English; and a possible factor could be said that the curricula are designed in and for urban areas with a focus on an urban context. Therefore, the content and treatment of it are usually not pertinent for rural learners. Second, lack of motivation plays a relevant role since the significance of English as a global language remains abstract to students that hardly travel outside their village to interact with foreign people; so English is an uncommon aspect that is not connected to their daily lives.

Subsequently, bearing in mind the different rural learners' difficulties such as the misconception of learning English just as a subject, the aversion towards this process due to the lack of interest, motivation, educational opportunities, and a curriculum that is not connected with their context. Thus, the main purpose of this research project is to find out to what extent tasks, based on authentic materials (brochures, advertisements, and product descriptions) and through the methodological approach of task-based learning can impact the

intercultural competence during the English learning process, in students from a public high school located in a rural area. Hence, this project discusses aspects in the literature including the term authenticity focused on the materials used in classes, as well as task-based learning as the methodological approach employed to get the results, while also hinting at the need for more materials with an authentic perspective to enhance rural learners' intercultural competence.

2. JUSTIFICATION

This project is about the implementation of authentic materials (brochures, advertisements, and product descriptions) and its impact on the rural learners' intercultural competence which makes a relevant contribution to the field of language teaching,

particularly for those teachers in rural places. So, considering the context of this research project, which is a rural one, there are many misconceptions from the rural learners about the relevance of learning a foreign language because in this type of place: students do not feel encouraged to learn English. They consider it an impractical subject and one of the reasons could be that the carried-out activities inside the classroom are not connected to their needs, realities, context, and culture. For this reason, rural teachers should evaluate these kinds of situations to transform their methodology; and one of the possible answers to do it could be to start implementing the perception of authenticity in their curricula and materials used in classes - which is what this project delves into. In this way, some of the benefits that can come out of this research project which focuses on the implementation of authentic materials (brochures, advertisements, product descriptions) through the task-based learning approach to enhance rural learners' intercultural awareness are; the fact that teachers can realize the importance and the different consequences that English has as a global language which results in the improvement of the practices of language teaching; in addition, they can recognize that EFL teaching cannot be only treated as a request of a test, but as an important tool in the development of other activities such as developing intercultural communicative competence.

Besides, this study is also relevant for learners, especially rural ones who do not consider learning English as a connected fact with their daily life and context. So, after implementing activities based on authentic materials using task-based learning, I hope my learners can benefit by showing an adequate understanding of the complexity of elements important to members of another culture concerning its values, communication styles, beliefs, and practices. At the same time, the results of this paper could provide a starting point for changes in the learners' view of learning a foreign language, identity reinforcement, and observe whether it is possible or not to connect their realities with content from the

classroom. Consequently, apart from learning a foreign language another possible outcome such as understanding that learning English goes beyond knowledge and grammar skills, instead, it is also the ability to use the language in socially and culturally appropriate ways. These elements could also help the learner to be aware of their own identities and those of their interlocutors.

Apart from that, comprehending the concept of authenticity and its relationship with intercultural competence will help me as a rural teacher to develop learning units by selecting and implementing appropriately authentic materials that value and connect with the rural context and its different particularities because I consider it is necessary to create a link between students' local knowledge and their classroom learning.

One more reason why this study is significant is the impact that has on me as a researcher. Hence, being the woman writing about these phenomena will allow me to become a more passionate and reflective teacher. So, all this process of reshaping my methodology, by knowing and implementing new concepts such as cultural awareness and authenticity in my classes, will allow me to understand that learning to teach is a process of professional identity construction rather than knowledge acquisition and if I want my students to improve, first I must become a reflective practitioner to start thinking critically to act transformatively.

3. RESEARCH QUESTION AND OBJECTIVES

3.1 Research Question and Objectives

3.1.1 Research Question(s).

To what extent does the implementation of authentic materials (brochures, advertisements, product descriptions) impact the intercultural competence of secondary EFL learners from a public rural high school in Nariño?

3.1.2 General Objective

To describe the extent to which the implementation of authentic materials (brochures, advertisements, product descriptions) impacts the intercultural competence of secondary EFL learners from a public rural high school in Nariño.

3.1.3 Specific Objectives

1. Implement a didactic sequence based on authenticity that promotes cultural awareness among students.
2. Identify the learners' perceptions and expectations about the implementation of authentic materials in their English classes.
3. Determine the impact of applying authentic materials that promote intercultural competence with rural learners.

4. THEORETICAL FRAMEWORK

Currently, in Colombia education is a challenging aspect, especially in rural areas everywhere. “Problems are similar because the rural context, despite cultural and environmental differences, shares features that are problematic for the execution of successful education policies” (Holguin & Morales, 2016; p. 6). Apart from that, there are many misconceptions from the learners about the relevance of learning a foreign language because in this type of place English is considered an impractical subject with any connection to their context, needs, and realities. For this reason, rural teachers should evaluate this kind of situation to transform their methodology; and one of the possible answers to do it could be to start implementing the perception of authenticity in their curricula and materials used in classes. The importance of materials in language teaching and learning has been extensively acknowledged (McGrath, 2013). So, the main purpose of this research project is to find out to what extent tasks, based on authentic materials can impact the intercultural competence, during the English learning process, in students from a public high school located in a rural place.

Therefore, this literature review focuses on three relevant aspects: first, the concept of authenticity is mainly presented (Oura, 2001, Gilmore 2004-2007, Ibrahimovna, 2020) to have a clear idea about its impact on tasks carried out with the type of learners described above. Secondly, it is important to keep in mind that knowledge related to this subject must be seen as something real and tangible (Shor, 1987). So, the cultural aspects play a key role to create meaningful resources. In support of this, an overview of the intercultural approach (Byram, et al. 2002, Liddicoat & Scarino, 2013, Obilişteanu & Niculescu, 2018,) and its relevance is presented to establish its impact on the English learning process. Third, some implications for rural learners (Avery, & Kassam, 2011, Holguín, & Morales, 2016) are

discussed to comprehend better this context in order to understand the phenomena of how rural teachers could evaluate and transform their methodology and decide a possible treatment employing implementing the perception of authenticity in their curricula and materials used in classes. Besides, all the aspects mentioned previously are held in the light of some recent studies occurring in Colombia in which the implementation of authentic materials are stated.

4.1 Authenticity

Considering Buendgens' view (2014) the concept of authenticity has been widely discussed as a notion in the field of English language teaching (ELT) and it developed into a relevant matter when the emergence of Communicative Language Teaching in the 1970s brought with an innovative emphasis in "realism" related to language learning materials and activities. Authenticity also is connected to the input produced by the speaker that depends on how much "realness" is applied in texts (both written and spoken,) learning material, tasks, cultural aspects, multimedia products, forms of assessment, and even types of teachers and audience (see, for example, Trickey 1988; Bachman & Palmer 1996; Gilmore 2004). Consequently, it could be said that this term not only refers to the practical terms but also to the methodology used in classes, in this way it can affect motivation and add significance to what is being taught.

When talking about this notion, it is possible to find many ideas and assumptions from different authors. For instance, Widdowson (1990) claims authenticity regarding its connection to learning purpose and outcomes concerning what he calls the "means/ends equation." He assigns a meaning to the importance for students to learn authentic language because this fact will allow them to communicate in the target language beyond the classrooms it means to put the learning knowledge into practice with real situations and with

a purposeful goal, bringing aspects of their context in which they are involved to value and increase their identity. Therefore, authentic language is a ‘means to an end.’

In addition, this point of view is shared with Gilmore (2007, p. 4) by identifying a total of eight different meanings or uses of the conceptualization of “authentic” that emerged from the literature that can help rural teachers to understand better this concept in order to select and plan appropriate activities to be developed in class with the students' characteristics mentioned in this research. So, he claims that authenticity relates to

A. The language produced by native speakers for native speakers in a particular language group of people.

B. The language produced by a real speaker/writer for a real audience conveys a real message.

C. The qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself but is the way how the reader/listener notices it.

D. The interaction between students and teachers and the way of their involvement.

E. The types of tasks chosen.

F. The social situation of the classroom.

G. The assessment that takes place after a lesson

H. The culture, and the ability to behave or think like a target language group in order to be recognized and validated by them.

Nevertheless, Pinner (2013) states that the definition of authenticity turns into something weak when considering the use of the word “real.” He points out that this term based on “reality” is still rather elusive and it lacks solidity. For this reason, he prefers Tomlinson and Masuhara’s definition (2010, p. 400) which states that the tasks and materials focus on authenticity and are “designed not to transmit declarative knowledge about the

target language but rather to provide an experience of the language in use.” So, here the term experience is added to this concept of authenticity, and this allows to place it within a sociocultural context, giving importance to the use of language as a ‘tool.’

In general, knowing the notion of authenticity allows one to notice its significance to enrich the EFL teaching and learning process, focusing more on learners’ interests, and connecting the classroom with the outside world. Thus, this concept gives this research paper a pertinent framework to have a clear stand towards implementing authentic materials with rural learners instead of using the same non-authentic materials such as course books, texts, or worksheets.

4.1.1 The Authenticity of The Resource

One of the main goals for a teacher is to engage students in an effective learning process, in which the students feel motivated to take part actively. Therefore, teachers should use suitable materials and make the most out of them. So, bearing in mind the purpose of this research, it is relevant to take into consideration some perceptions about the facts of authenticity and its impact on the resource.

During the last years with the emergence of the communicative language approach, the emphasis on English as a foreign language has changed to teaching students meaningful, purposeful language instead of simply contrived, grammatically correct sentences that native English speakers do not use in everyday life situations. According to Brinton cited by Oura (2001), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Because communicative language teaching has emphasized giving students experience with real-life-like communication, the materials used in this approach are meant to reflect real-world, "authentic" qualities. According to Gilmore (2007), there are several factors that the concept

of authenticity can be situated in the English learning process, they are the text itself, the participants, the social or cultural situation and purposes of the communicative act, or some combination of these.

When talking about the text it is possible to find many ideas from different authors. For instance, Morrow (1977, p. 13) cited by Mishan (2005) says that ‘an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.’ Bearing in mind this criterion we could say whether a text is authentic or not (within these terms) by referring to the source of the discourse and the context of its production. There are a lot of materials regarded as genuinely authentic, for example when a teacher speaks in the class, news articles, literary passages, poems, songs, texts negotiations between non-native speakers, television soap operas, and advertisements, among others.

Hence the chosen materials for this study (brochures, advertisements, product descriptions) have a purpose not only to enhance learners’ language acquisition but also to motivate them more than artificial materials do. This point of view is shared by Zhang (2004) claiming that they can sometimes serve as a bridge by connecting students with the real world. Then, students like the ones in this research can connect their context and real-life with materials that reflect the topic in which they are into. Besides, students tend to feel bored with textbooks because they have a lack of legitimacy and practicality to the lesson, and they feel that the activities presented to them are not practical. Since specially constructed coursebook texts, which have become a norm in the contemporary design of EFL teaching materials, are not qualified as authentic according to recent research (Waters, 2009, p. 315–316).

Considering the type of authentic materials that will be used (brochures, advertisements, product descriptions) during the didactic sequence there are some studies and

authors that give their insights about them. For example, Rogers and Medley (1988) classify printed authentic materials into two categories the first one is those which are read just for pleasure, this category includes all forms of literature, cartoons, personal letters, and magazines. The second one includes those that are read for information such as signs, labels, advertisements, catalogs, brochures, product information, forms, professional materials, newspapers, and so on. That study resolves that exposure to authentic materials is not enough, for this reason “these types of tasks should be quite varied, focusing on both message and form, and should heighten students’ awareness of the cognitive processes they are employing as they work with the authentic materials” (p. 10). On the other side, Albiladi (2018) in his study says that brochures are an excellent resource to promote reading comprehension in students as well as to promote interest in kinds of texts that are used by native speakers’ daily lives. Teachers, allow them to conduct more effective and appealing English classes. Hager (2007, p. 3) mentions in his study that intercultural competence suggests that it is not sufficient for the student to comprehend and apply cultural differences properly, “it is just as important for the student to be able to recognize such differences and apply them to practices, products, and perspectives of his/her own culture.” So, advertisements as authentic material can open doors to cultural information that some students like rural ones may never have the opportunity of experiencing. Advertising materials can present realistic scenarios in which learners are able to complete real-world assignments. Lastly, product description allows students to enrich their vocabulary and to compare certain kinds of processes with the ones that belong to their context.

To support this idea some studies have been carried out, for instance, Fonseca (2016) in her research about “Cultural awareness mediated by authentic materials” mentions that the use of these type of materials provide real language and context to the classrooms apart from that they are meaningful because they are an opportunity to enrich students’ cultural

knowledge so they can become aware of how cultural values affect the mode people understand and act appropriately when getting in touch with a determined culture.

Bearing in mind that English has expanded across the globe, Crystal, cited by Gilmore (2007) mentions that “English has naturally diversified into a proliferation of forms, varying in pronunciation, intonation, grammar, vocabulary, spelling, and conventions of use, as it has been adapted to suit new surroundings.” So, if we want to promote in our classes students who can communicate effectively in the target language of a particular speech community, it is relevant to understand the importance of implementing authenticity in the syllabus. This fact could contribute to learners feeling engaged in meaningful communication in a second language, they can focus on meaning, negotiate to make input comprehensible, and try out new language forms as they produce language. Ibrahimovna (2020) also discusses the problem of using authentic materials in the process of foreign language teaching. This author argues the necessity to include authentic foreign language content into the learning process, the specificity of which cannot be reproduced in any other "artificial" way. The author infers those authentic materials bring real-life situations into classrooms and help teachers and students achieve their goals during the process of teaching and learning. As it can be seen this fact can help rural learners who consider English as an unconnected aspect of their realities to empower themselves and start relating it to their real interests in this way, they could change their perspective toward English.

As Liddicoat *et al.*, (2003, p. 68) mention, it could be noticed that authenticity as a goal in choosing and applying resources for language learning is not a matter of the nature of the resource itself but needs to be considered as a dynamic interaction between the resources, their use, and the learning that they are designed to produce their aspects: first authenticity of purpose, it means that the resource needs to be of intrinsic interest or there needs to be an extrinsic purpose (as in the case of maps, menus, etc.) if it is to engage learners. These

purposes can be either a “real world” purpose external to the classroom or an intellectual engagement with the resources to promote new insights and knowledge. Second, the authenticity of response or task is about those learners who need to respond to the resource authentically, thus what students are asked to do with a resource is at least as important as its origin. It is important to consider how the learner is positioned in responding to the class in this response. Third, the authenticity of conditions, refers to the conditions for language use need to be reflective of the conditions for use of the resource in the “real world.” This real-world needs to be understood as the world of the intercultural language user, who mediates between languages and cultures as an inherent part of communication.

Some years ago, it was difficult to access authentic sources in the classroom, particularly for teachers working in a foreign language context. But in our time, it is easier to find more spoken and written authentic data with the facility of internet connection. So, there is no excuse to implement these materials in our classes. Some of those are authentic recordings of casual conversations which exemplify how proficient speakers efficiently manage discourse and build relationships; they also are valuable to cope with different contexts, various registers, and variations in genre. Learners can learn social practices such as initiating conversation topics and taking turns (Cekaite, 2007). Then students can have the opportunity to work out how to be part of a community of language learners. Once learners are aware of these strategies, they can practice using them in their spontaneous conversations, even recording and transcribing their discourse and comparing it with native speaker (NS) or non-native speaker (NNS) samples – effectively becoming ‘mini conversational analysts’ themselves, (Peter, Liljana Skopinskaja, Suliko Liiv, 2002).

Apart from that, some difficulties could appear when applying authentic materials, especially with students who have a kind of aversion towards English like the object of this research paper. Thomas (2014, p. 15) cites Gilmore (2007); Peacock (1997); Spelleri (2002);

and Tomlinson (2012) by indicating some of those challenges, for example, the content could become outdated quickly, the language could seem complicated, the grammar and vocabulary are complex for the students; for teachers, one of the biggest challenges is the investment of time to prepare the materials. Besides, Beresova (2005) indicates that during the implementation of authentic materials some other complications can appear, for instance, an authentic text can be lowered by a not proper task and the role of the teacher, who plans and prepares these materials, is undoubtedly demanding because the materials must be beneficial and meaningful for learners. For this reason, teachers must be careful at the time of choosing the type of materials to be used in a class especially when they are based on the authenticity concept, hence research like this one can bring some positive insights that help them to enlighten what kind of criteria must be taken into consideration to select or implement authentic materials with their learners, in a proper and significant way, without forgetting learners' context and needs.

Thus, the previous notions that have been addressed so far made me concerned about the need of implementing meaningful materials to transform the learning and teaching process that takes place in the classroom. One mode to get through to these improvements is by using authentic materials that provide learners opportunities to develop sensitivity and empowerment to cultural differences. Based on the above-mentioned assumptions, I will describe its relationship with the approach of intercultural awareness, as one of my main paradigms.

4.2 Intercultural Approach

Taking into consideration the new perspectives about language teaching it is relevant for teachers and students to understand that learning English goes beyond knowledge and grammar skills, instead, it is also the ability to use the language in socially and culturally

appropriate ways. The learner must be aware of their own identities and those of their interlocutors. So, English must be seen as a means of communication that should not be compelled to culturally specific conditions of use but should be easily conveyable to any cultural setting (Byram, et al., 2002)

For the previous reason, a key element in language teaching is to develop our students' cultural awareness to help them to envision themselves as language users and bring their daily life to the classroom by following learners' interests. As was mentioned previously this characteristic relates to the notion of authenticity since this aspect is especially considerable when language is viewed as an exemplification of culture and the process of learning as the negotiation of this relationship.

As teachers, we cannot deny the relationship between language and culture. So, it is necessary to notice the relevance of 'intercultural communicative competence (ICC), especially in rural schools like the one where this study took place. This aspect can help to enrich the different activities carried out in our classes because ICC has a combination of valuable knowledge and skills. According to Byram (1997, p. 34), there are five formulations of intercultural competence which can help learners to understand and mediate between the home culture and the target language. They are

(1) Knowledge of self and other; of how interaction occurs; of the relationship of the individual to society.

(2) Knowing how to interpret and relate information.

(3) Knowing how to engage with the political consequences of education; being critically aware of cultural behaviors.

(4) Knowing how to discover cultural information.

(5) Knowing how to be: how to relativize oneself and value the attitudes and beliefs of the other.

Liddicoat, et al. (2003) make an important contribution to effectively implementing this approach in the classroom. They mention a set of principles that trigger an intercultural perspective of language teaching and learning: active construction, making connections, social interaction, reflection, and responsibility. *Active construction* refers to a way of understanding how learning happens in language learning. This aspect has two implications for teachers and students. The first ones can create favorable circumstances through which students come to make sense of their gatherings with language and culture and how they connect to each other. Then, the learning becomes a purposeful process, active commitment to combining and creating meaning in interaction with others, because in this way students can think about themselves and others in terms of communication and meaning making in varying contexts. For learners this is a process that goes beyond assimilating knowledge, instead, it is an endless development of thinking, feeling, and changing intercultural beings. Besides, every language experience offered to a foreign language learner is regarded to be conceivably open to interpretation, an artifact of the culture in which it was created, and communication of that culture. On the other hand, *making connections* means that language and culture are not acquired in isolation. So, if we want a competent learner, it is necessary to understand that a learner needs to connect the new to what is already known. In this case, teachers require to include an intercultural experience in which learners are involved to engage beyond their cultural views and figure out meanings across linguistic and cultural boundaries. In this way when learners start making connections, they will be able to identify similarities and differences between the known and the new and establish challenging interrelationships between the similarities and differences. Third, *social interaction* recognizes both that learning is a fundamentally interactive act and that interaction with others is the fundamental purpose of language use. This principle involves negotiation of meaning, agreeing, or disagreeing, and expressing understanding among other aspects.

As it can be seen, learning emerges from the sorts of purposeful language use that Swain (2006) calls languaging – “the process of making meaning and shaping knowledge and experience through language” (p. 89). Then we have *reflection*, which is elementary in the teaching and learning process because this allows to learners in becoming aware of how we think, know, and learn about language, culture, understanding, and their interconnections, just as well as, notions such as diversity, identity, experiences, and one’s intercultural thoughts and feelings. In other words, the reflection concerns a large measure of decentering, of stepping outside one’s existing, culturally constructed, framework of interpretation and seeing things from a new perspective (Byram, 1989a; Kramersch, 1993a; Liddicoat and Kohler, 2012). Finally, *responsibility* is a principle that identifies that learning relies upon the students’ attitudes, dispositions, and values, developed over time. Hence, the intercultural is therefore manifested as and through an ethical commitment to the acceptance and valuing of language and culture within and across languages and cultures.

Consequently, all these aspects could be beneficial for learners who do not have the chance to interact directly with people from other parts of the world, like the participants in this study. Therefore, ICC has several dimensions that imply a great significance for my research in order to distinguish the advantages of this competence for perceiving language learning not just as another subject from the institutional curricula but as a means of how we perceive ourselves and other people, how we understand the world around us and how our cultures are connected and differ from each other.

4.2.1 Authentic Materials and Cultural Awareness

As it can be noticed, developing intercultural competence relates to the notion of authenticity, since this aspect is especially considerable when language is viewed as an exemplification of culture and the process of learning as the negotiation of this relationship.

Liddicoat, et al (2003) indicate that the resources used in class should reflect the “real world.” This real-world needs to be understood as the world of the intercultural language user, who mediates between languages and cultures as an inherent part of communication. In the same way, Lopez (2015) claims in his research the positive effect on learners of the implementation of intercultural competencies using authentic materials in the English language classroom. He explains that language is not isolated but integrated with culture. This author concludes that the process of combining communicative methodologies, content, and strategies of language teaching makes the classroom a more contextualized language learning environment

Thus, the use of authentic materials can enhance language acquisition and cultural awareness because they provide natural use of the target language and exposure to the target culture or worldwide culture (Beresova, 2015). Additionally, with these two aspects, rural learners will have a favorable development of their personality and sense of identity in response to the enriching experience of otherness in language and culture.

Additionally, several studies support the prior ideas which are important for the development of my research. For example, Cardenas (2018) in her study “Materials to Develop Intercultural Communicative Competence in an EFL Context” with eleventh graders from a public high school in Cundinamarca claims that these kinds of materials innovate teaching contexts, they are appealing to students for making learning more significant, they can work in their own, besides during the process of application of the materials, the author could notice the students were able to reflect upon their cultural roots and the relationship those hold with their experiences acquired within their families and own interests. Besides, Pinzon’s article (2020, p. 43) based on his study called Authentic Materials and Tasks as Mediators to Develop EFL Students’ Intercultural Competence, discusses that students exposed to authentic materials based on culture can “develop their intercultural

competence, to expand their knowledge not merely in the language as a code but also to be exposed to real language, to real situations that happen in their contexts.” This author also argues that teachers should take the time to read the material before bringing it to the classroom and pay attention if it is necessary to adapt them to students’ English proficiency so that they will not feel overwhelmed with the richness of the vocabulary. One of his recommendations for beginners is to start with materials such as short stories, comics, recipes, menus, songs, or excerpts taken from books to get students acquainted.

On the other hand, Kozhevnikova (2013) concludes in her study that exposure to a second language is crucial, especially for those learners who live in places where natural exposure is not available as the case of the learners of my institution. So, with the implementation of authentic materials students can develop critical skills to deal with stereotypes and at the same time, they can foster the quality of their intercultural communication. Finally, Artunduaga (2017) in his action research project that was carried out with seventh graders at Colegio La Inmaculada shows relevant results to demonstrate the effectiveness of including cultural aspects in the materials. Thus, the author affirms that the activities were effective because they promoted students’ curiosity during the implementation, they felt motivated to participate, and besides, through the material, they became aware of their cultural qualities, and it advocated respect for other live stiles.

4.3 Implications for rural learners

In Colombia, education is a challenging aspect, especially in rural areas everywhere. “Problems are similar because the rural context, despite cultural and environmental differences, shares features that are problematic for the execution of successful education policies” (Holguin and Morales,2016; p. 6). The discussion about authentic materials and intercultural competence has a connection with rural learners like the participants in this

research project. So, it is important to point out that teaching English in rural places in Colombia has some unfavorable implications. These kinds of communities commonly have little experience with people from other cultures and do not have enough resources and bilingual people.

Subsequently, the author Guerrero (2008) presents relevant arguments to understand the gaps between the rural learner's real conditions and the goals pretended to get in the classroom. She argues that not all children are under the same conditions to have access to education in Colombia. To support this fact, she mentions the next characteristic, first the inequality between living conditions in rural and urban areas such as electric power, and water supply. Secondly, in rural schools, they have only one teacher to attend several grades, or some teachers teach subjects that are not related to their bachelor's degree due to the few numbers of students who attend and the lack of professionals to impart classes. Third, Guerrero cites Cortina (2000) and Sarmiento (2006) by mentioning the aspect of child labor, in this way, 25% of children work

in Colombia, and the most usual forms of work are maids, street vendors, agriculture, and sex workers. In the case of this research, most of my students work as farmers after school or during coffee harvest times because of the low incomes of their families so they are forced to do it.

All these aspects mentioned above are relevant to bear in mind at the moment of planning about what is the most appropriate methodology to apply during the classes. Furthermore, these aspects will help the research in order to have a clear view of how a rural teacher can relate to the learner's reality and the goals during the English learning process.

In conclusion, to counter the previous aspects and to foster English language proficiency, tasks related to authentic materials could contribute. Peacock (1997) affirmed in his study that the impact of these types of materials may increase their learners' levels of on-

task behavior, concentration, and involvement in the target activity more than artificial materials. Hence, considering the context of this study it is significant to implement or select authentic materials. Avery and Kassam (2011) highlight the need to create a link between students' local knowledge and their classroom learning. Furthermore, authors like Oura (2001) claim this fact: as students increase more confidence in working directly with authentic materials, they also report an enhanced understanding of the practical advantages of being able to use the language in real-world scenarios. As a result, analyzing the issue described above could shed some light on the way how authentic materials could affect English learning processes and other implications such as cultural awareness, taking into consideration the learners' context, in this case, a rural place.

5. METHODS

5.1 Research design

According to the problem statement about describing to what extent the implementation of authentic materials (brochures, advertisements, product descriptions) impacts the intercultural competence of secondary EFL learners from a public rural high school in Nariño, this research project was mainly an experimental study. According to the previous information, there was an intervention in one group of 10th grader students which presented some outcomes to be studied and their possible effects in the field of English language teaching and learning process. Besides this paper included a blended qualitative and quantitative approach. Where the qualitative aspect was based on finding if applying authentic materials through tasks in the group could improve or not students' attitudes, and intercultural awareness towards acquiring the English language. The quantitative aspect was employed for gathering numerical data about the students' English language performance. After having implemented the authentic materials, the collected qualitative data complemented and clarified the quantitative findings by helping to recognize common facts. Apart from that, this research project also had a relation to Pretest- Posttest design that tried to find out the impact of applying authentic materials on rural secondary English learners. In that way, some features were measured and compared.

5.2 Socio-Academic Context

Valparaiso Bajo high school is a rural educational institution located in the north of the department of Nariño. It is a public high school in which most of the students belong to 1 and 2 social strata; it is relevant to highlight that most of the students' families are peasants with a difficult economic situation. This high school has a primary and secondary section. In

the primary section, there are mixed courses, which means preschool and first grade in one course, second and third grade in another course, and finally fourth and fifth in another one. However, in secondary, there is one course per grade. On average there are from 9 to 15 students per course. In total there are 94 students. This phenomenon occurs because the school is situated in a very small town. About the teachers, there are 9 in total, 3 in primary and 6 in the secondary section, because of the number of the students who attend the school some teachers must teach subjects that do not belong to their specialization. As an example, the English teacher to be a full-time educator must impart classes about art in sixth and seventh grades and ethics from sixth to ninth grade. Another fact to be considered is that English subject is not taught in the elementary section due to several facts such as elementary teachers giving relevance to Spanish and math subjects rather than English. Besides they do not have pertinent training to teach it, so they decide to leave it apart, time constraints and lack of resources are other shortcomings. On the other hand, in the secondary section, there is one teacher of English who teaches all the courses. Besides the length of the classes goes from 45 to 55 minutes depending on the schedule (55 minutes before the break and 45 minutes after it) So, the students have 3 hours of English per week.

Additionally, this high school has a methodological approach that is characterized by allowing the students to relate the content of the different areas based on meaningful learning. Hence, all the information given in the classroom acquires an important role in becoming knowledge. In addition, cooperative work strategies and set clear goals are used to benefit all the learners. Other key elements that are considered are diversity, and students' needs as a fundamental guideline, looking forward to promoting comprehensive teaching in the construction of knowledge, human values, and actions that place learners in the society as competent people. In this way, the pedagogical model fosters the students' constructive

mental activity, understanding that they are unique, unrepeatable person, but belongs to a specific context and social group that influences them.

On the other hand, it is significant to point out that in the “Proyecto Educativo Institucional” (PEI) there is not included the application of authentic materials as a tool to enhance the students’ English learning development. Moreover, the English curriculum has few aspects of the intercultural communicative approach, and that is not enough to promote identity development, cross-cultural competence, and multicultural appreciation for all students. Subsequently, this research paper presents an innovative proposal based on authenticity which allows students opportunities for deeper cultural understanding as they develop English foreign language skills.

5.3 Participants

The population considered in this research is composed of learners of different ages who belong to Valparaíso Bajo public high school. There are around 94 male and female learners in this institution. The sample for this research is composed of tenth-grader learners. In the course, there are 10 students in total, 5 male and 5 female. Besides the students’ age goes from 14 to 19 years old. About their English level, they are beginners or according to the Common European Framework (CEF), they belong to the A1 category.

On the other hand, these students belong to one social stratum. Besides, eight students live in the small town named Valparaíso Bajo and the rest live in other small towns 20 minutes away from the school. Most of the students live with their parents who work as peasants by cultivating coffee, avocado, and lulo. Regarding technological resources, all of them have at least a cell phone and just one learner does not have internet access.

5.4 Methodology

This paper intends to look for information about the impact of authentic materials on rural English secondary learners. Consequently, some stages were implemented to gather the data. Those stages include 1) reviewing key concepts, 2) designing a didactic sequence, 3) doing semi-structured interviews, 4) doing a pre-test, 5) implementing the didactic sequence, 6) doing a post-test phase, 7) applying a final questionnaire, and finally, 8) data analysis.

5.4.1 Step 1 Design a Didactic Sequence.

In order to design the didactic sequence, the first stage of this master's project consisted of examining some key concepts to have a better stand about the criteria to be taken into consideration to select or implement authentic materials with rural learners. Thus, in the theoretical framework, some implications of authenticity, authentic materials, intercultural communicative competence, and aspects related to rural learners are described. So, reviewing all these concepts allowed me to plan different strategies and tasks to obtain reliable and valid results for this research project.

Secondly, this paper included the design of a didactic sequence (see appendix 1) based on authenticity that had the purpose to attain information on fostering cultural awareness among students. This didactic sequence includes the development of authentic material such as brochures, product descriptions, and advertisements. Moreover, the methodology of the sequence is focused on task-based learning. This approach places emphasis on developing/designing tasks that engage learners' appropriation of the target language. Willis and Willis (2001) define a task as a classroom undertaking where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome. Therefore, if task-based instruction takes place, language learning is more significant and natural. In this form, the activities presented are meaningful and accurate ones, to persuade

students to bring their samples of authentic language into the classroom from their real context.

5.4.2 Step 2 Semi-Structured Interviews.

At the beginning of collecting data and before applying tasks based on authentic materials to promote cultural awareness, it was essential to identify the learners' perceptions and expectations about the implementation of authentic materials during the English classes. This was done with the help of a semi-structured interview (see appendix 2.) Some of the questions were about the personal information (familiar environment). At the same time, there were eight questions about the methodology and materials used in the classroom (school context), and their previous knowledge of resources such as product descriptions, brochures, and advertisements. For the objective of the interview, some examples were shown related to the aforementioned materials, so the students could have a clear of answering the different questions. At the same time, other questions were about their understanding of the terms of authenticity and cultural awareness. So, all of this was done through a semi-structured interview. Besides, the first part of the interview (familiar environment) was done individually and the second part (school context), was done with the whole group (using their L1) in which they had the opportunity to interact among themselves, know what their classmates think, and collaboratively give their views about the different questions. Additionally, it was recorded by employing a camera.

5.4.3 Step 3 Do a Pre-Test

Subsequently, a pretest was applied to measure the outcome of interest before administering some treatment (see appendix 1 and 3). In this paper, the treatment refers to the application of a didactic sequence based on authentic materials. So, the pre-test consisted of a writing and speaking test. For the written test the students watched videos about the process

of making wine and beer. Then, in groups of two, students presented an oral activity. This activity had to be shown creatively and should include the next information:

- The name of the product.
- A brief description of its making process (based on the video watched in class)
- The name of the country that the product belongs to.
- Present the product utilizing an advertisement.

After the oral presentations, the students did a writing task about describing the process of making wine. In this case, the students paid attention to an infographic about this product. These were the instructions for the task.

- Spend about 40 minutes on this task.
- Summarize the information by selecting and reporting the main features and making comparisons where relevant.
- Write at least 100 words.

Both activities were evaluated through rubrics to compare results for further analysis. The competencies evaluated in the speaking test were the relevance of the product description, expression, enthusiasm/ audience awareness, teamwork, and creativity. Meanwhile, in the written assignment, task completion, grammar accuracy, vocabulary/spelling, and organization were assessed.

5.4.4 Step 4 Implementation of the Didactic Sequence

After that, the didactic sequence was implemented. During the English classes, this didactic sequence was applied throughout the first term of the school year 2022, with students from tenth grade. This sequence had 2 sessions, which were divided into 4 classes with a length of two hours each of them. So, it means that we had two classes every week. At the end of each class, the students had to present the development of a certain task, focusing on cultural awareness and authentic resources.

5.4.5 Step 5 Post-Test

To finish with the didactic sequence a post-test was applied with almost the same characteristics as the pre-test (see appendix 1 and 4.) Hence, the only difference was the products used for the description. So, for the speaking activity, the learners chose elements from their regions, such as coffee, panela, melcochas, and cuy. For the writing task, coffee was the product to be described because it is very well known according to the learners' context. The same rubrics as in the pre-test were used to compare results.

5.4.6 Step 6 A Final Questionnaire

At last, a final questionnaire was applied to the learners by employing the Likert scale. This questionnaire was done through Google forms (see appendix 5.) It contained 10 questions based on the semi-structured interview applied at the beginning. The objective of this questionnaire was to look for information about perceptions after the implementation of the didactic sequence based on authentic materials during the English classes.

5.4.7 Step 7 Data analysis

All the instruments employed during this research (semi-structured interview, pretest/posttest, didactic sequence, and questionnaire) had the purpose to facilitate understanding of the problem being studied, in this case, the impact of authentic materials on rural learners. Consequently, the collected data were examined and compared by way of interpretative analysis that can lead to a better comprehension of the results and new conceptions about language learning/teaching processes or about how and why the applied innovation was or was not effective. All in all, some conclusions must be written to clarify the intent and relevance of the research and besides to restate the problem statement and summarize the main points of evidence to the reader.

5.5 Ethical Considerations

Considering that the participants of this research were minors it was necessary to inform their parents about their participation (see appendix 6). Thus, a printed consent was sent to their parents which included all the steps of the research implementation. It was mentioned that the developed activities would not affect their children in any way, in terms of the academic or affective aspects. Parents and students were informed that all the collected data was based on taking their names, and photographic or video records; answering personal and opinion questions among other data instruments were only for research purposes. Additionally, this process was carried out after the principal of the school signed up for a document authorizing the development of this MA thesis report (see appendix 7).

6. RESULTS AND DISCUSSION

This section of the research paper intends to illustrate the analysis of the findings obtained with the help of the different data collection tools and techniques described above. In this way, this is done for identifying how tasks based on authentic materials impact the English learning process and intercultural awareness of rural students from a public institution.

The first moment of reviewing key concepts related to authenticity, authentic materials, intercultural awareness, and rural learners' implications which were presented in

the literature review, allowed me to have a strong understanding of the different elements to be presented in this research paper. When carrying out this step it also permitted determining the kind of criteria to bear in mind for selecting or implementing authentic materials with rural learners.

6.1 Design of the Didactic Sequence

Therefore, this sequence (see appendix 1) was organized into introduction, modeling, and practice to foster speaking and writing skills in learners. Likewise, the sequence focuses on the suggested curricula given by the Colombian minister of education called “Derechos Básicos de Aprendizaje” (DBA). Hence this sequence covered the next objectives:

- Write narrative, descriptive, and expository texts related to topics of interest or that are familiar to you.
- Explain the ideas of an oral or written text about topics of interest or that are familiar to him/her based on his/her previous knowledge, inferences, and interpretations.

In the same way, this didactic sequence was divided into 2 sessions, which had 4 classes with a length of two hours each of them. For session 1 these were the communicative student-centered objective(s)

- Identify different kinds of media advertising
- Write about tourist places with their different activities.
- Make a brochure to promote tourism in a region.
- Make students value their own and other's culture.

For session number 2, the communicative student-centered objective(s) were the following:

- Describe product-making processes to give information about my culture
- Create an advert to show aspects of my culture.

- Recognize aspects of my culture as part of my identity.

Besides, all the materials (brochures, product descriptions, and advertisements) were chosen based on authenticity and cultural awareness. So, you will be able to find this in the appendixes for this didactic sequence

6.2 Semi-Structured Interviews

Before applying all the distinct elements of the didactic sequence, it was necessary to apply a semi-structured interview using their native language (Spanish). The purpose of this interview was to identify the learners' perceptions and expectations about the implementation of authentic materials in their English classes. This was divided into two sections. The first part consisted of questions about learners' familiar environment. This part was valuable to determine some aspects related to conditions of the place where they live, such as the type of house, the people who they live with, their activities after school, and the resources they count on (internet, books, educational games, cell phone, computer). All this data was taken into consideration for the socio-academic context and the description of the participants for this research project.

The second part of this semi-structured interview involved features of school context in which there were questions directly related to the purpose of this paper. Consequently, there were questions about their opinion of the current materials employed in classes, their knowledge about advertisements, brochures, and product descriptions, and the concepts of authenticity and intercultural communicative competence among other aspects. Then, the next paragraphs illustrate some important insights and the different points of view stated by the students during the interview.

Question 1. Do you like the materials currently used in the class? Mention two types of materials that have been used.¹

For this question, the students mentioned that they liked the current materials because they are easy to understand, and they can practice what they learn during the classes. On the other hand, they mentioned the following examples of those materials, videos, printed guides, audios, pictures, PowerPoint presentations, and written texts taken from books and the internet.

As a researcher, I could notice that the students are getting used to no authentic materials. One of the reasons is that they have never been in touch with authentic materials either they know what they are or mean. Hence, as teachers, we could include new tasks with different types of materials which allow them to bring samples of their context to observe if they like them or maybe not. In this way, students could have both perspectives, so they could give a more solid opinion about their preferences for the different assignments developed in classes.

Question 2. What is your opinion about using new materials such as brochures, advertisements, or product descriptions?²

Ten students have seen these types of materials in their L1. Some of them are printed others have seen them on T.V. However, they have never worked in English classes with any of the materials mentioned.

Additionally, some of the opinions about the implementation of those materials are that the classes would be funnier, they could understand because they contain images which they can convey with the possible vocabulary taught in the lessons. Likewise, they could put into practice in a better way the topics presented in classes, and they have more information

¹ Translation by the researcher.

² Translation by the researcher.

that could be useful. One of the students mentioned the possibility of knowing cultural aspects and other use of the English language.

As it can be observed the students felt motivated to try new kinds of materials to learn English, despite they did not have a clear idea about the purpose of those materials. Therefore, by implementing tasks based on authentic materials the students could pay more attention to the possible range and diversity of cultural-linguistic behavior through English. Moreover, they need to be exposed to a range of English language to understand that English goes beyond words.

Question 3. Have you ever worked with the materials mentioned in the previous question? If your answer is "Yes", describe how the experience was. ³

As it was revealed in the previous question none of the students have had the chance to work with those types of materials during the English classes. But they expressed curiosity about their implementation.

I consider it significant when students feel curious about the idea of implementing new elements in the classes. It is a factor in favor, so we can take advantage of it for reformulating the type of activities and in this case, for the research project, it is useful to make students aware of how culture and communication interact.

Question 4. Do you consider that this type of material would have some impact on your English learning process? ⁴

Eight of ten learners answered this question by saying the opportunity to acknowledge other countries with their cultures. They pointed out specific facts about culture such as food, music, way of dressing, beliefs, traditions, typical dancing, languages, and people's behavior.

³ Translation by the researcher.

⁴ Translation by the researcher.

Just two students said that with the product description they could learn about making processes.

It is important when include authentic materials in the classes to encourage students to notice that English as a language goes beyond learning grammar structures and vocabulary lists. On the contrary, by learning a language apart from learning structures people could increase other competencies such as interculturality by knowing other cultures and being aware of their one. Hence this type of impact is meaningful as well.

Question 5. What topics would you like to include in this type of material? In such a way they encourage you to learn English.⁵

Some of the topics that students would like to include in these kinds of materials are music, culture, movies, traditions from the region, more vocabulary, and didactic activities, and one student said the aspect of communicative activities because he considers that English is learned in the moment of speaking.

Taking into consideration Moran's categories (2001) of how culture is identified I could say that students from this research are more focused on "knowing about". It means they are into cultural information, facts about products, practices, and perspectives of the target culture. This is a good piece of evidence; however, they need to move on to the perspective of "knowing why" in this form, they will be able to establish an understanding of fundamental cultural perspectives – beliefs, values, and attitudes concerning not of the target language but to their own one too.

Question 6. What elements of your context or environment could you recognize if materials such as brochures, advertisements, or product descriptions are implemented in English classes? ⁶

⁵ Translation by the researcher.

⁶ Translation by the researcher.

This question was answered by mentioning elements like students' costumes, and descriptions of their families' daily life, and jobs. The description of their place where they live and food as well.

In the moment of implementing authentic materials is necessary to consider students' context to have a significant impact on their English language learning process. Therefore, including several tasks based on authenticity will allow learners to have sufficient cultural awareness to be able to operate across cultural boundaries. At the same time, they will value elements of their own culture.

Question 7. In your opinion, you think that these materials would add something significant to your learning process that will allow you to promote your communication skills in English, as well as to look at yourself and value the attitudes and beliefs of others.

Seven students considered that they could improve their pronunciation skills. Two students mentioned that they could improve their speaking skills by practicing oral presentations about cultural facts. Just one student said that he could understand how people have some cultural practices different from the ones in his living place. Nonetheless, they do not have a strong stand on how these materials could allow them observing at oneself and the value, attitudes, and beliefs of the other. They demonstrated in their answers that they did not know the possible contributions of authentic materials to the last stated statement.

Rural teachers could take this shortcoming as an element for connecting activities and students' realities for provoking students' curiosity towards the learning of a foreign language like English, with this type of learners who do not have the chance to travel abroad it is a good idea to teach intercultural awareness, in order to aspects such as autonomy.

Question 8. What do you understand by these terms: Authentic Materials and Intercultural Learning?

For this last question, the ten learners did not know anything about the term intercultural learning. Conversely, 7 students responded the same for authentic materials and 3 of them said that they refer to images, audio, and videos.

Again, it can be noticed that the students have never heard about authenticity and intercultural competence. So, as teachers, we must implement new perspectives in our methodology to see students' changes in the learning process. Moreover, the impact of authentic materials not only could influence the development of the students' communicative competence but also could enhance the teacher's professional performance.

To conclude this part of the results section I would like to state the students had a better idea of the advertisements, brochures, and product descriptions thanks to the fact that some examples were displayed during the interview. At that moment, some students wanted to know more about them, and they were the expectancy of the activities proposed for the didactic sequence.

6.3 Implementation of the Didactic Sequence

On the other hand, some of the criteria described in the literature review chapter were considered in the design of a didactic sequence (see appendix 1). In that way, this sequence had clear bases to implement different tasks during the English classes, with the concepts mentioned in that chapter.

During the development of this didactic sequence, the students had the opportunity to discover different cultures from other countries. At the same time, to know more about Colombian and Nariño culture. All the activities were designed to encourage students to notice the relevance of cultural awareness, and identity reinforcement through authentic materials. Thus, the students could compare their context with other ones, give opinions about their identity as inhabitants of Valparaiso Bajo, and value their own and others'

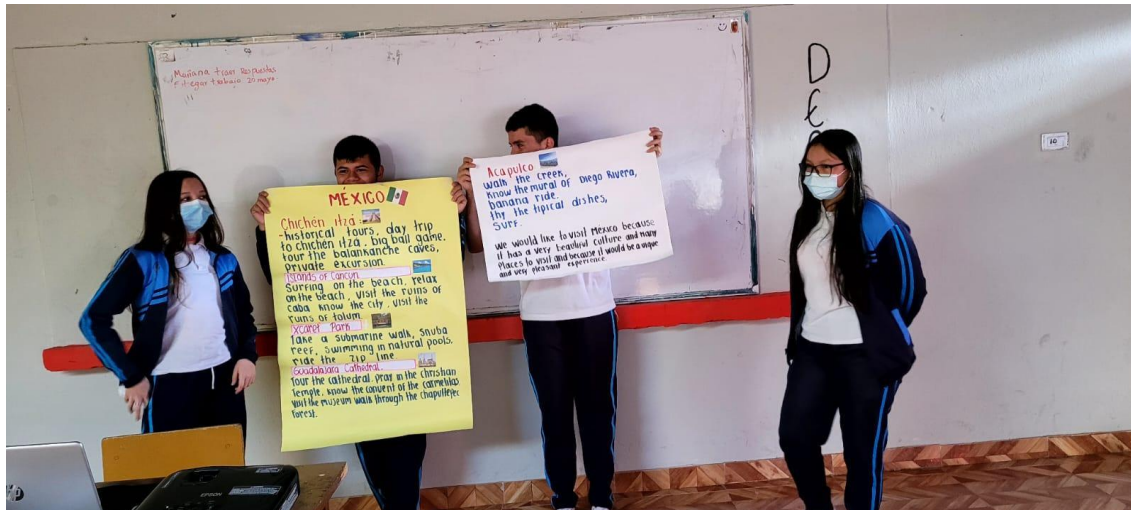
cultures. One example that I would like to indicate is the design of a brochure with the “Canva” application (see illustration 1). In this task, the students looked for information and created a brochure about a foreign country (Japan, Switzerland, Italy, Germany, and Australia.) Then with the help of an ICT tool (Flipgrid)⁷, they could see their classmates’ brochures and leave a comment mentioning why it called their attention. In addition, they gave information by comparing the foreign country with Colombian tourism activities and context. At the end of the activity, they were able to recognize aspects of other cultures, such as religion, food, type of government, famous places, and the official language among other facts.

During this task, the students were surprised by the information they found, they asked questions among themselves and the teacher about the reliability of the data, and some misconceptions related to the way how people behave in certain countries were clarified.

Therefore, the collected data evidence Byram’s (1997) ICC model which is theorized in terms of personal cognitive and motivational attributes about knowledge, skills, and attitudes. For this case, the brochure activity had an impact on the learner’s attitudes (savoir être) by raising curiosity, openness, and readiness to defer disbelief about other traditions and beliefs about one’s own. This information can also be corroborated by the comments that the students left in the final questionnaire.

Illustration 1 student's brochure example

⁷ <https://flipgrid.com/a35164a5>



This activity was positive for the students because they could understand that certain activities carried out in different countries are not the same, due to the facts such as religion. For example, they realized that in some countries they will not find “churches” as in Colombia. On the contrary other countries like India, they will find temples instead. In the same way, they noticed some common aspects depending on certain places but with different names. An example was the touristic activity in Thailand called “tuk-tuk”. Most of the students said that this activity did not exist in Colombia or Nariño, but one student who lived in Cali mentioned that it was not true. So, he explained to the class that a “tuk-tuk” is similar to a “bici-taxi”, he showed to the class some pictures and described how it is used in Cali. The rest of the class understood the concept better and they noticed that there are some elements of other cultures that have some connections with the Colombian one but they unknown them because they have not been informed or taught before.

In this task learners felt encouraged to learn by themselves, to look or clarify more information. They started to be aware that learning English is not just grammar, instead when learning a language, it is also immersed the social practice. Besides through the language they can know, understand, and compare aspects of other cultures and how people behave taking into consideration elements such as religion, food, climate, and geographical position

among other ones. Besides they worked cooperatively, so they were not passive learners instead they behaved as active ones, by making decisions on the task, giving their opinion, and comparing it with their immediate context.

Illustration 3 Writing Practice Task

Name of the product : _____ Made in _____ (Nariño)

Its interwoven ___ (recognize) in the country and in the world. Its technique is the seal of quality, a lure that catches Colombian and foreign buyers

They have a great diversity of forms, but their origin is the same: the buds of the "iraca" plant, a raw material that ___ (identify) by being malleable, strong, and resistant.

In a waning moon, preferably, the young and closed buds ___ (choose) by the growers. Afterwards, the buds ___ (tie) by the artisans to prevent them from opening and thus the chlorophyll can print its color to the tender leaves.

Then, the leaves ___ (tear) with two needles or sharp metal points, later these ___ and ___ (separate/hold) with wires or "cabuyas", known as "Tarja or Compás".

The bunches ___ (put) in a metal cauldron with enough water for two to three hours. Afterwards, they ___ and ___ (cool/transfer) to ponds with clean, fresh water, to be rinsed overnight. The next day, they return to the sun and these ___ (twist) like thin cylinders. They are separated, soaked and exposed to the sun again.

It's time for the personal touch: a little sulfur ___ (use) to whiten straw, apart from industrial and vegetable tinctures.

The fewer fibers you intertwine, the finer the hat and the more expensive and strenuous the work. Here you can invest several weeks or months of dedication.

Glossary:

- Interwoven: entrelazado
- Buds: cogollos
- Leaves: hojas
- Needles: agujas

On the contrary, there were some complaints about the use of specialized vocabulary and grammar structure. This can be perceived in the task of session number two, class number 1 (see illustration 3). For this activity, the learners applied their knowledge about passive voice which they found not so difficult. But, in the moment of interpreting the reading by giving the name of the object and the place that it belongs to, the students started to protest about the vocabulary. Thus, this task took more time than estimated to be finished. I observed my students felt discouraged to complete it because according to them they did not understand the reading. The grammar part was completed by all the students, and only 3 students completed the whole task. This reveals one of the shortcomings when working with authentic materials. As Lansford (2014) mentions in his post, these kinds of materials include

more unfamiliar language or are uncommon native speaker usage. In this case to avoid these difficulties a teacher can adapt the material according to the learners' English proficiency level and the teacher with the whole class could revise some difficult vocabulary or structures in the text before applying it.

Bearing in mind this information I feel confident in implementing this kind of didactic sequence in the future with other courses to foster intercultural competence by means of authentic materials. This should be sure an adaptation is needed depending on students' needs and context, for instance, some more pre-task activities could be included.

In a conclusion from this step of implementing a didactic sequence based on authentic materials, I consider that in general terms has positive effects on students because this allowed them to promote learning as a dynamic process. Furthermore, with all the carried-out activities they could view English learning as a social activity rather than just grammar structures. This didactic sequence encouraged a variety of learning strategies and contexts and it promoted aspects such as independence and autonomy in the learners.

6.4 Pre-Test and Post-Test

During the implementation of the didactic sequence, there were two relevant steps to determine the impact of applying authentic materials that promote intercultural competence with rural learners. Those phases were the application of a pre-test and post-test. Both were related to writing and speaking tasks (see appendices 1, 3, and 4 about the didactic sequence, pre-test, and post-test activities).

Illustration 4 Writing Task Rubric

| Writing task rubric | | | | | |
|--------------------------------|--|--|---|---|-------|
| | Superior 4.5- 5.0 | High 4.0- 4.4 | Basic 3.0 – 3.9 | Low 1.0 -2.9 | Score |
| Task Completion | The writing task presents all elements indicated in the guidelines for the assignment. | The writing task presents most of the elements indicated in the guidelines for the assignment. | The writing task presents some elements indicated in the guidelines for the assignment. | The writing task lacks the elements indicated in the guidelines for the assignment. | |
| Grammar accuracy | Correct use of passive voice, connectors, and past participles. | There are a few grammatical mistakes based on some of the language aspects worked in the lesson. | There are many grammatical errors and a lack of connectors. The presentation can be understood. | Grammar errors and lack of connectors affect text understanding. It is difficult to comprehend the information presented in the activity. | |
| Vocabulary and spelling | Excellent use of vocabulary. Very few spelling errors. | Good use of vocabulary. There are some spelling errors. | Adequate (fair) use of vocabulary. Some spelling errors persist. | Poor use or range of vocabulary. There are many spelling errors. | |
| Organization | There is a logical organization. There is cohesion within the text. | There are some mistakes in the organization, but the text can be easily followed. | Mistakes in the organization make it difficult to be followed. | It is not organized. It is difficult to follow it. | |

Illustration 5 Speaking Task Rubric

| Oral presentation rubric | | | | | |
|---|---|--|--|--|-------|
| | Superior 4.5- 5.0 | High 4.0- 4.4 | Basic 3.0 – 3.9 | Low 1.0 -2.9 | Score |
| Relevance of the product description | Develop clear ideas to describe a process by demonstrating a critical point of view and acknowledgment of a product description. | Develop ideas to describe a process by demonstrating some points of view and general knowledge about a product description. | Develop basic ideas to describe a process by showing some points of view and limited knowledge about a product description. | The ideas are not clear to describe a process and do not demonstrate their critical point of view and demonstrate poor knowledge about a product description. | |
| Expression | Correct use of effective language high-level vocabulary and there is relevant evidence of speech variety. | Adequate word choice and good use of descriptive words and there is evidence of speech variety. | Use of limited word choice and the speech has a basic structure | No sense of sentence structure and lack of word choice affect the presentation understanding. | |
| Enthusiasm / Audience Awareness | <ul style="list-style-type: none"> • Demonstrates strong enthusiasm about the topic during the entire presentation • Significantly increases audience understanding and knowledge of the topic; convinces an audience to recognize the validity and importance of the subject | <ul style="list-style-type: none"> • Shows some enthusiastic feelings about the topic • Raises audience understanding and awareness of most points | <ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points | <ul style="list-style-type: none"> • Shows no interest in the topic presented • Fails to increase audience understanding of knowledge of the topic | |
| Teamwork | All team members work cooperatively and have defined roles to accomplish the tasks. | Most team members work cooperatively and have defined partially their roles. | Some team members work together but without enough cooperation among them, and their roles are not clearly defined to accomplish the tasks. | Team members do not work cooperatively and do not have defined roles to accomplish the tasks. | |
| Creativity | Students communicate their ideas clearly and effectively by creating an original presentation to achieve the desired objectives of their project. | Students communicate their ideas by creating an original presentation to achieve the desired objectives of their project. | Students communicate their ideas with some difficulty, but their presentation lacks originality. | Students do not communicate their ideas clearly and effectively. The presentation is not original. They do not meet the desired objectives of their project. | |

In the first task, the activities were not related to the students' immediate context but in the second one, the topics were familiar to the activities that they and their families do daily. Bearing in mind this information, for assessing the tasks two rubrics were employed to compare results and for doing an analysis (see illustrations 4 and 5)

6.4.1 Speaking Tasks

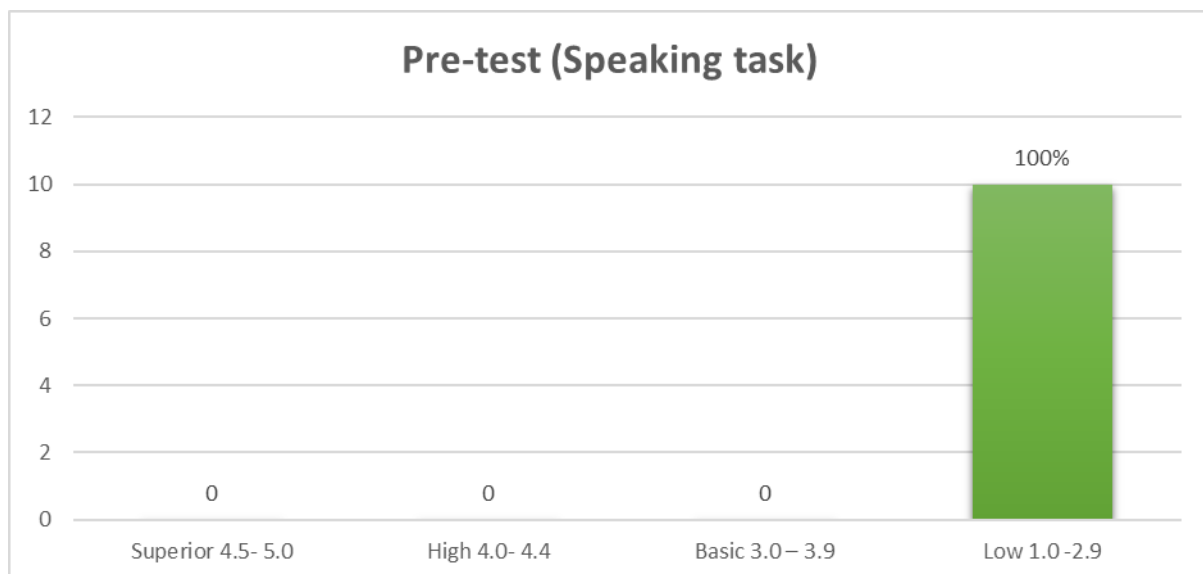
In the first speaking task, the learners were divided into couples, 5 couples presented the wine process, and the other 5 the beer process. For presenting them they could watch a video about their respective description. At the same time, they could look for some extra information on the internet. The task was scored from 1.0 as the lowest grade to 5.0 as the highest one. The task included the next instructions:

- The name of the product.
- A brief description of its making process (based on the video watched in class)
- The name of the country that the product belongs to.
- Present the product in a creative way

There were some categories and ranges based on the rubrics as figure 1 describes.

Consequently, the results of this activity are shown.

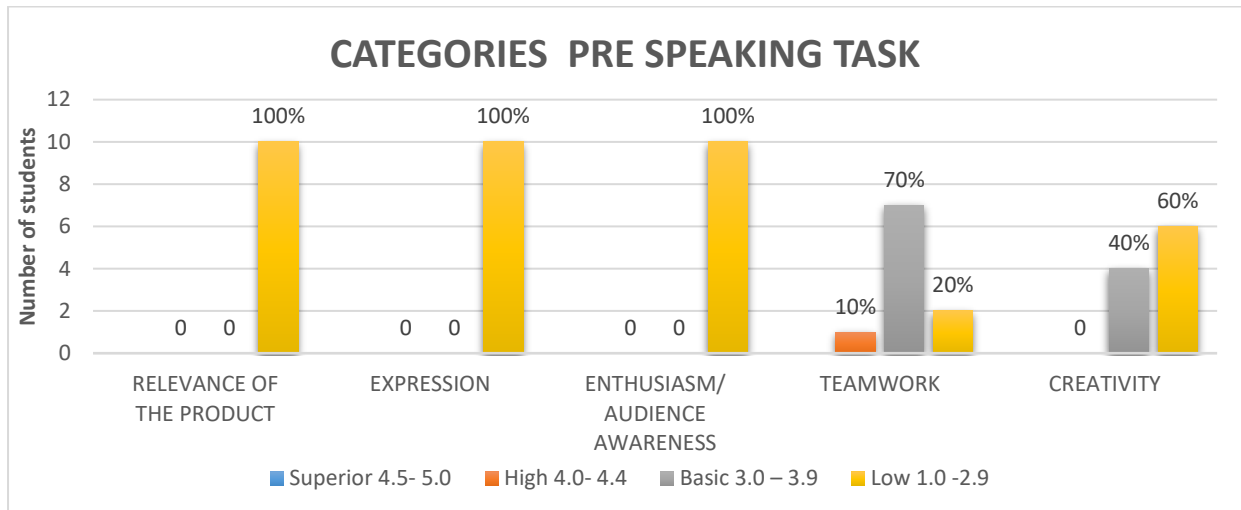
Figure 1 Pre-test Speaking task



In figure 1, none of the learners could satisfactorily achieve the proposed goals for the activity. All the learners had a score between 1.0 and 2.9. It means that during the oral

presentation there was a lack of knowledge about the topic, the word choice was not appropriate and there was no interest in the product description.

Figure 2 Categories Speaking Pre-Test



As is shown in figure 2, the only categories that had a gentle performance, but not in a meaningful way, were teamwork and creativity. In teamwork, at least 7 students (70%) displayed cooperation, but their roles were not defined to accomplish the activity. Besides, just one student (10%), had a clear role during the task by demonstrating leadership. In the other category, creativity, 4 learners (40 %) communicated their ideas with some difficulty, they used some ICT tools such as PowerPoint, but in the slides, there was an absence of originality because they pasted information directly from the internet without thinking critically about it.

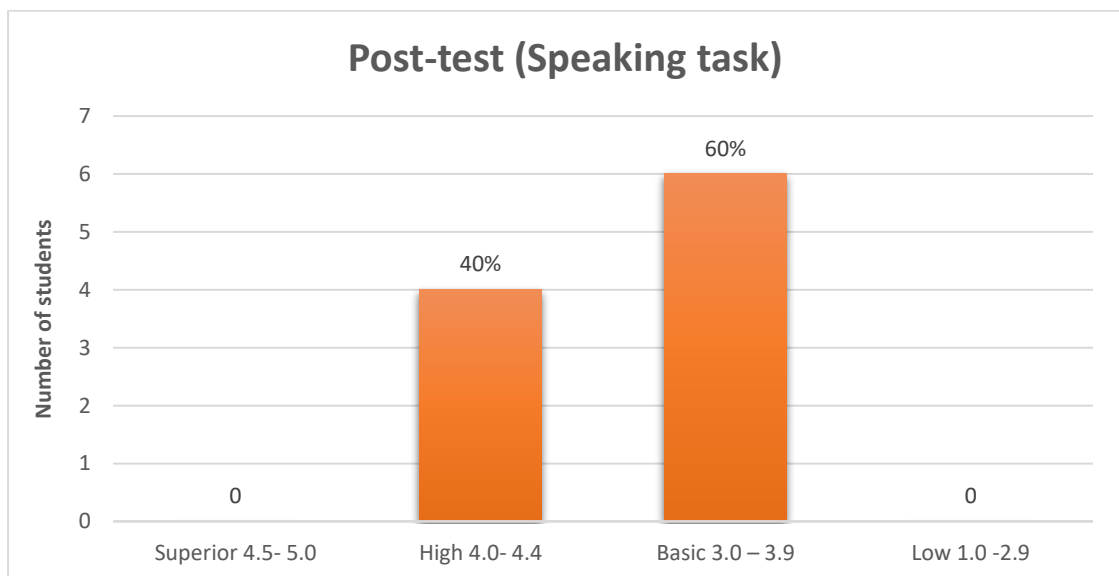
This information seems to suggest that the topics were not appropriate to the students' context because they are not produced in Nariño. They did not know much about the inferences between Italian and German culture. Furthermore, they did not have a clear acknowledgment of how to present a product description, the use of connectors to

communicate their ideas clearly and they do not get used to speaking and giving opinions about cultural topics. Therefore, the results in the pre-test were not favorable considering the goals of this paper.

After applying all the activities proposed in the didactic sequence, the students were asked to present again an oral activity based on the same parameters (rubric items) as the first one, with the next differences in the instructions:

- Mention how your product is made (a typical product from the place where the students live)
- Decide who a typical customer will be
- Include their point of view related to the importance of these cultural facts as part of their identity as inhabitants of “Valparaíso Bajo
- Creatively present the activity using an advertisement.

Figure 3 Post-Test Speaking Task Results



If we look at this figure 3 from the speaking post-test activity you can see there are meaningful changes. In general, and compared with the pre-test activity, in this case, all the

students had better performance because none of them have a score under 3.0. Furthermore, at least 4 students (40%) got scores between the ranges 4.0 and 4.4 which according to the graph reveals the effectiveness of the didactic sequence implemented during the English classes.

Figure 4 Categories Speaking Post-Test Task

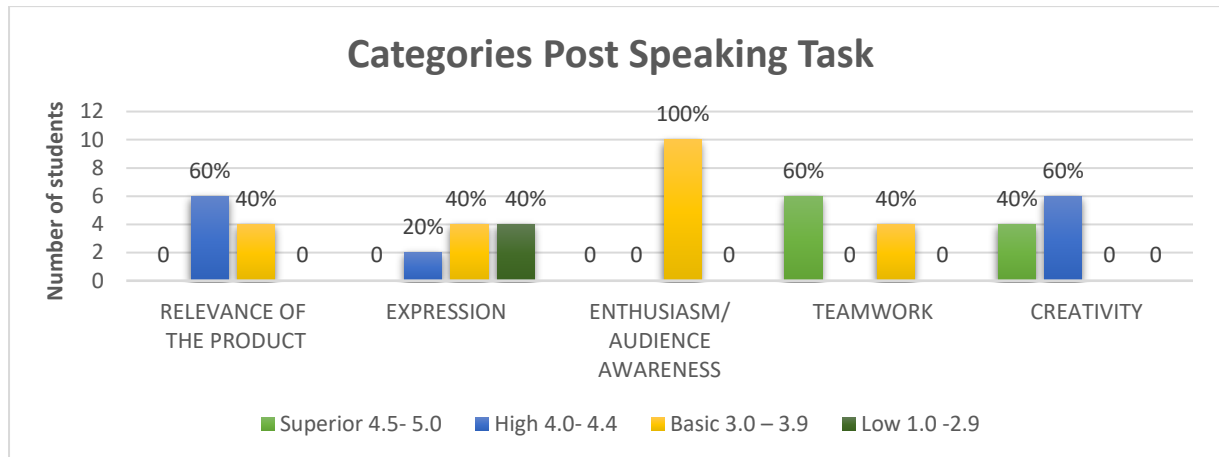


Figure 4 describes the categories of the post-speaking task. As it can be observed some categories increased sharply. For instance, in the category relevance of the product 6 students (60%) developed their ideas in a more consistent form, they demonstrated their point of view and knowledge about the description of the product. Then, in the category of expression more than half of the class got good results (50%). So, they presented a logical order and word choice during the speech. However, two students (20%) did not overcome some shortcomings about this item. In the category of enthusiasm and audience awareness, the students did not get a meaningful result but all of them improved, by raising audience understanding and knowledge of some points. They need to keep on working on certain points such as enthusiastic feelings and more awareness about what they are presenting. Finally, teamwork and creativity increased significantly, they had a superior range. Thus, this fact means that the students were able to work more cooperatively, and they could

communicate their ideas (some of them effectively) by creating an original presentation to achieve the desired objectives of their project. This aspect demonstrates that implementing task-based learning with the help of authentic materials brings additional qualities to the class, such as autonomy, curiosity, and motivation to learn English.

Some important points I would like to illustrate are: first, the students felt curiosity about doing small research on the product they were given because all the products belong to their regions such as coffee, melcochas, cuy, and panela (see illustration 5). Some of them visited their families' farms and others traveled to near towns to know more about the products. Second, they interviewed the people in charge of the making process which allowed them to know different social groups and their practices (Savoirs – Knowledge). Second, after having all the input related to authentic materials (product descriptions, brochures, and advertisements,) they felt confident in the moment of preparing their projects because they had the chance to practice in advance, they received feedback from the teacher, they could ask questions and they knew how to choose reliable information for their product description.

Illustration 6 Photos Post-test Speaking Task



Figure 5 Comparison Speaking Tasks Results

| Measures of Central Tendency (MCT) | PRE-TEST | POST-TEST |
|---|-----------------|------------------|
| MEAN | 2.414 | 3.772 |
| MEDIAN | 2.37 | 3.92 |
| <hr/> | | |
| RANGE | PRE-TEST | POST-TEST |
| MINIMUM | 1.76 | 3.26 |
| MAXIMUM | 2.9 | 4.32 |

Figure 5, it is described a comparison with the results of the pre-test and post-test activity. In general, the students had an improvement after the implementation of the didactic sequence. This figure shows that on average in the first activity, students got a 2.4 a score. However, in the second task on average, the group got a 3.7. So, it means that the results increased at least one point by comparing the first activity. Besides, in the post-test activity, half of the students (5) got 3.92 or more as a final score. Considering the range, it could be said that in the pre-test the minimum score was 1.76, while in the post-test was 3.26. Additionally, the maximum range in the pre-test was 2.9 and, in the post-test, improved significantly to 4.32. This table demonstrates that the tasks based on authenticity were effective and they fostered students' proficiency in the language.

Taking into consideration these results, I could say that students feel more engaged with activities as the purposed ones for the post-test task because they have a connection with activities of their community or daily life especially rural learners like the participants for this

paper. Moreover, they showed positive attitudes toward working with authentic materials in their classes. In this form, they could reinforce their identity as well as increased their curiosity. In other words, students could comprehend themselves and their own culture to know the target culture by means of investigating some aspects of their culture and then presenting that to their classmates and teacher.

6.4.2 Writing Tasks

For the first writing task, the students had to write about the making process of wine. This task was immediately done after the speaking activity. Besides, it was done individually, and to help them a graphic was used, so they could comprehend better the steps for the description. In the same way, the learners had to follow the next instructions:

- Spend about 30 minutes on this task.
- Pay attention to the illustrations of how wine is produced.
- Summarize the information by selecting and reporting the main features and making comparisons where relevant.
- Write at least 100 words.

Graph 5 based on the writing rubric illustrates the results of this pre-test assignment in a general shape.

Figure 6 Pre-Test Writing Task Results

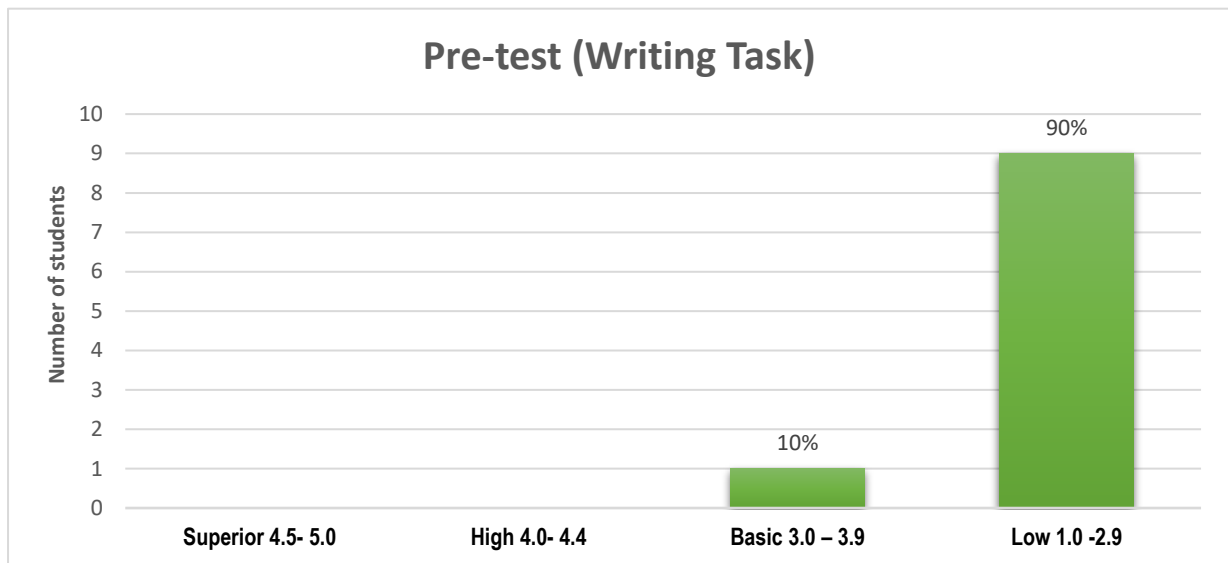


Figure 6 describes the results of the pre-test writing task, for this assignment, just one student (10%) obtained a basic score, and the rest of the students (90%) demonstrated a low level. All of them did not accomplish the given instructions, they wrote under 100 words, most of the paragraphs did not show a logical order and cohesion, and the vocabulary was poor.

Figure 7 Categories Writing Pre-Test

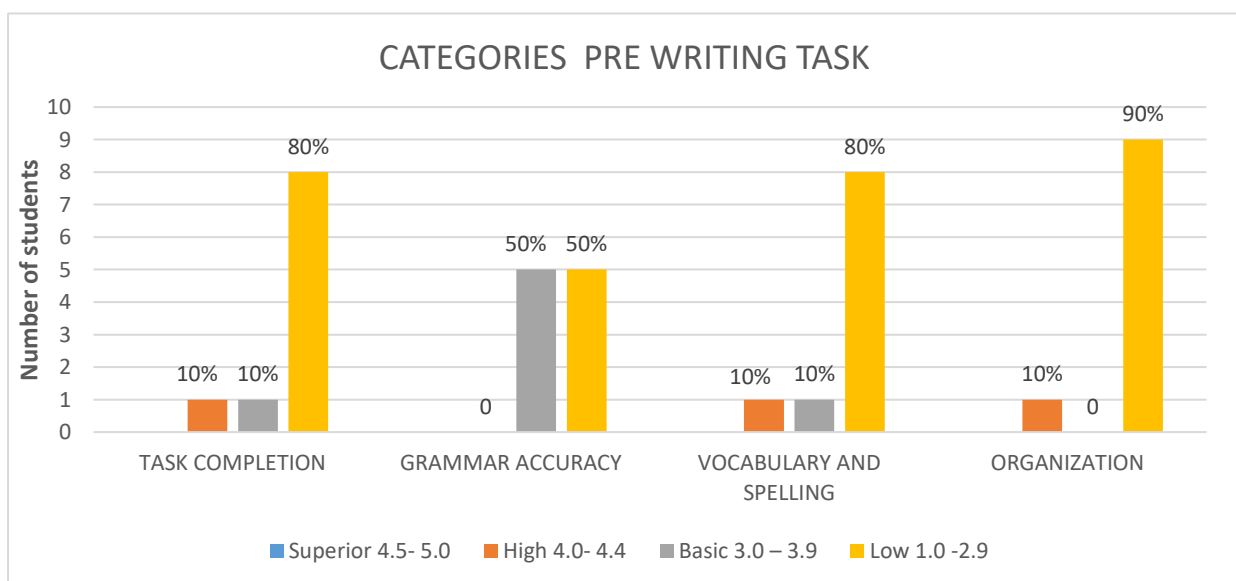


Figure 6 are illustrated the categories of the prewriting task based on the rubric. Thus, some categories showed more relevance than others. For example, grammar accuracy shows that half of the students (5) had many grammar mistakes but in vague terms, what they wanted to communicate could be understood. On the other side, categories such as organization and task, completion had a poor performance. This is possible because they did not have enough knowledge to develop it and as it happened during the pre-test activity the winemaking process is not connected to their immediate context.

Hence, it is relevant to obtain better results to pay attention to the students' context. At the same time, learners need to have a kind of instruction about the use of grammar not in an explicit way but implicit. Besides, they need to realize that despite it being intended to foster intercultural competence, they also must learn some language structures. Thus, it is important to be aware of those language structures not as the final goal but as a means for intelligible communication with other people.

After implementing the didactic sequence in which there were some activities about writing a brochure, doing some exercises about present passive voice, and the use of some connectors the results changed slightly. For this writing task, the same elements were considered as in the pre-test assignment. The only change was the product for the description that in this case was coffee, the best-known product considering the students' context

Figure 8 Post-Test Writing Task Results

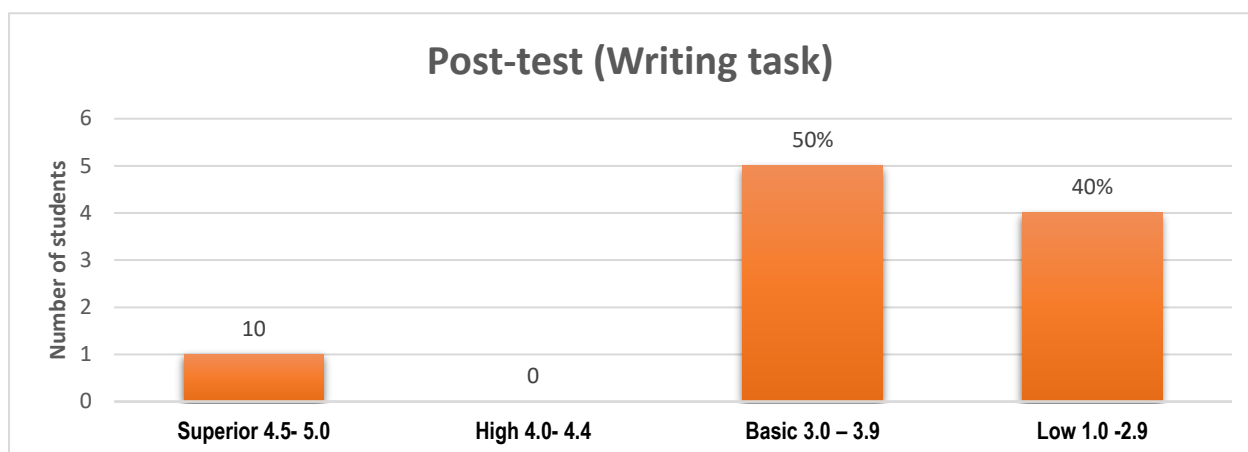
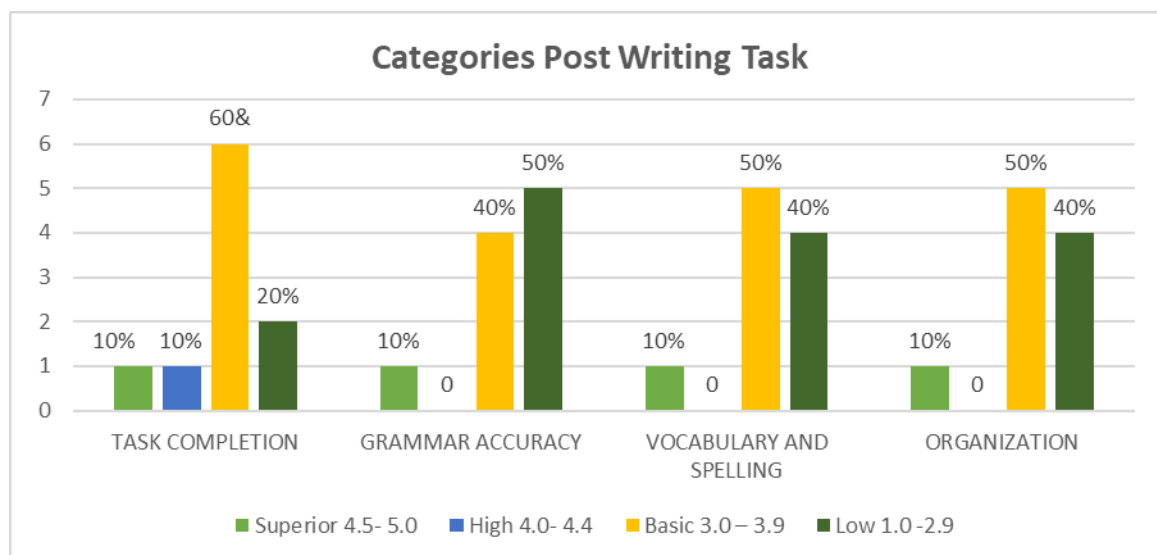


Figure 8 illustrates the results of the post-test writing task. It can be analyzed that at least one student (10%) had a superior score. Moreover, 5 students (50%) of the class could make some improvements in their writing. Still, 4 students with a low score obtained similar results as in the first writing task

Figure 9 Categories Post-Test Writing Task



In figure 9 categories from the post-writing task are exemplified According to the categories taken from the rubric, there are some elements to point out. In task completion, 2 students (20%) presented in their writings most of the elements that were asked. On the other hand, 6 students (60%) showed a gentle improvement by accomplishing some of the

guidelines and only 2 students (20%) still lack the indicated elements to complete the activity. Then, about grammar accuracy it can be noticed that it remained almost constant, the only change is that one student (10%) had a high performance with good use of the passive voice with few grammar mistakes. Next, is the vocabulary and spelling category in which there is a little improvement compared with graph 6. In this case, more than half of the class had an adequate use of vocabulary but some spelling errors go on. Finally, in the organization set, there was significant progress because 5 students (50%) passed from a low score to a basic one in contrast with the first writing task (see graph 6). Besides, there is one student (10%) who had a superior score. This implies that their writing task was easier to follow than the first task, despite the persistence of some mistakes. In conclusion, task-based learning was meaningful for the students' writing improvement skills. This allowed them to practice with real content tasks during the implementation of the didactic sequence. In this way in the moment of writing about coffee making process had a clear stand of how to organize the text, the use of vocabulary as well as the purpose of grammar in this case the passive voice.

Moreover, in this task students were more connected with the content, they felt confident in describing the coffee process. This occurred due to the fact it was based on a product that most of the students' families have a relationship with. Moreover, they could give an opinion of this product as part of their identity. This shows a favorable fact as part of their intercultural experience from the perspectives of their own and more than one worldview. Besides in some texts, there is evidence of how students value their interactions with culturally different others by feeling proud of their cultural features. (See illustration 7)

Illustration 7 Evidence Post-test Writing Task



First, the seed is planted, After harvested the coffee, next chosen beans the coffee, After is Airing the coffee, After is storage, next are hulled and After the coffee is Roasted, After is Packed in tow. After the coffee is ground, next the coffee is tamped, After is Brewed coffee, finally the coffee is drunk for the people

I am Proud of my land
 I am proud of my culture for all it is traditions



seed

First, are Planted the seed, next, are Harvested, then best coffee is Aired, then it is taken to and stored, later are Hulled next, are Roasted the beans coffee, make up, are packaged

I am Proud of coffee because my grandParents have always grown it



The Coffee

First, the tree is planted in the field. After, the seed are harvested further, The beans are chosen by a people, later the beans are aired. In addition, the seeds are stored in a figure tow, The beans are hulled in a machine, The seeds are roasted, The coffee is packed, Next, the beans are ground in a machine, Also the coffee is brewed in a machine, Finally the coffee is drunk by a drinker

It are the steps of the coffee

My culture is my identity because nowhere else we will find our culture

My opinion is that the culture identifies me.

In conclusion the coffee is culture

Figure 10 *Comparison Writing Tasks Results*

| Measures of Central Tendency (MCT) | PRE-TEST | POST-TEST |
|---|-----------------|------------------|
| MEAN | 2.33 | 3.1475 |
| MEDIAN | 2.75 | 3 |
| Range | PRE-TEST | POST-TEST |
| MINIMUM | 1 | 2.6 |
| MAXIMUM | 3.975 | 4.65 |

Figure 10 shows a comparison in terms of students' scores on the pre and post-test writing tasks. So, on average during the pre-test task, the students obtained 2.33. It means that students had low performance. But, after the implementation of all the activities based on authenticity, in the post-test task, the students on average got 3.1. Hence, it means that at least they passed from a low to basic performance. Bearing in mind the range, in the pre-test, the minimum score was 1.0, instead in the second writing task the minimum was 2.6. On the other hand, the maximum range was 3.9 for the pre-test activity while for the post-test assignment was 4.6. All this data implies that students improved in their writing skills, so the impact of the different authentic materials used during the classes subscribed to the improvement in terms of how to organize a text, the how students related samples of their own context to the content taught in the classroom, and they noticed how to connect grammar with the purpose to communicate their view of the world and their opinion of the implication of culture as part of their identity.

In a conclusion, this information highlights the evidence that there were positive changes in terms of applying almost all the elements required to complete the task. Nevertheless, the students are not familiarized with inductive grammar as it was intended during the application of the didactic sequence as part of the procedure for task-based learning, as an alternative they prefer to learn grammar with explicit rules. Another consideration for these results is the fact that considering the first writing task, the vocabulary presented was kind of difficult, but the second writing task was easier than the first one since they could relate it to activities of their daily or families' life. Lastly, the improvement in a logical organization is due to the students being taught some connectors and they could practice before. I consider learners must keep on having more writing assignments (despite they consider them difficult) to foster their critical thinking, resolve problems, and promote their creativity along with curiosity.

6.5 Final questionnaire

At the end of all activities, the students took a questionnaire which was applied through Google forms (see appendix 5,). In this questionnaire, there were ten statements and the students had to rate them depending on five categories (Strongly Agree, Agree, Neutral, Disagree, and strongly disagree). Those statements were in concordance with the semi-structured interview (See appendix 2). The objective of this questionnaire was to clarify perceptions and to determine the impact of applying authentic materials to promote intercultural competence after the implementation of the didactic sequence during the English classes.

The two next figures were taken from google forms. They present data on the questionnaire that was applied as a final instrument after the application of the didactic sequence, as well as the post-test (presentation of the products of the region).

Figure 11 Final Questionnaire Answers

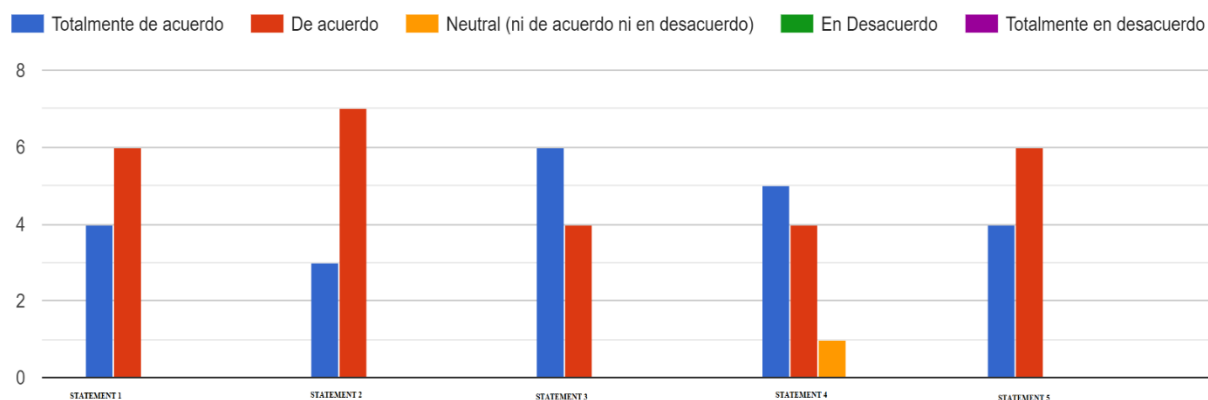


Figure 11 shows the results of the first five questions taken from the final questionnaire which was applied to the learners through Google forms.

1. The students felt more motivated to learn a foreign language such as English with the use of authentic materials during the classes.

2. The use of authentic materials contributes to understanding the use of English in real life.

3. Do you consider that materials used during the implementation of the didactic sequence allowed you to know and discover cultural information and generate tolerance towards other customs?

4. Do you consider that the materials used in classes allowed you to promote your communication skills in English?

5. Do you consider that the materials used in classes allowed you to observe yourself and assess the attitudes and beliefs of others. ⁸

So, if we look at this figure, we can infer that most of the students consider that the content of the authentic material was useful because they felt motivated to learn during the English classes. Besides, according to this questionnaire learners could comprehend how

⁸ Translation by the researcher.

English contributes to their learning process by bringing real samples of their lives to the tasks, apart from discovering cultural information which allowed them to generate tolerance towards other costumes. About the statement related to the materials used in class helping them to foster their English communicative skills most of them (9 students) agreed and just one student stayed neutral. In the same way, more than half of the class (6 students) agreed that the applied materials let them observe themselves, and value others' attitudes and beliefs as well.

Figure 12 Final Questionnaire Answers

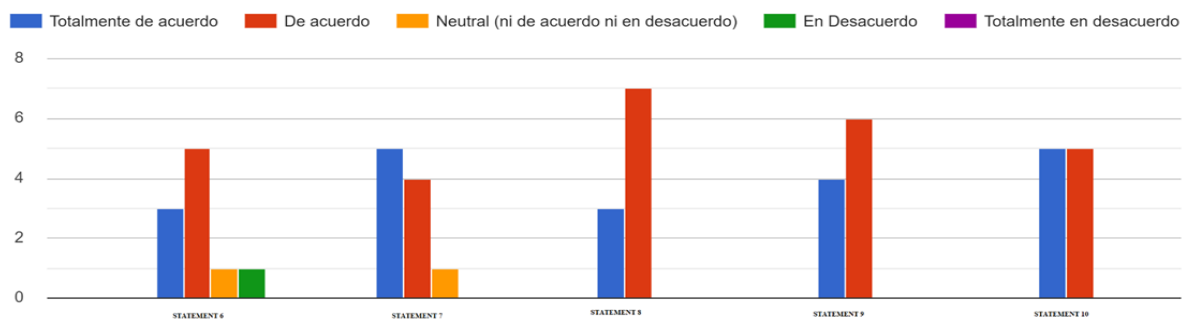


Figure 11 indicates the results of the rest of the statements applied in the final questionnaire. They are listed then.

6. Do you consider that the different cultural contents were significant.

7. Materials and activities based on authenticity are better than those presented in textbooks or guides.

8. Do you have a clearer understanding of authentic material concepts and intercultural learning.

9. Were you be able to incorporate elements of their context and culture in the application of the different activities

10. Do you consider that using brochures, advertisements, or product descriptions has a positive impact on their learning process.⁹

For statement number 5, 8 students thought that different cultural topics were meaningful. But one of them is neutral and another one disagreed with it. In addition, despite half of the learners considered the materials based on authenticity to be better than the textbooks and printed guides, there is one neutral student. So, it is possible that the student could prefer the materials employed previously and one reason is how the vocabulary and grammar are presented and because textbooks have structural/functional pedagogic aims. For the rest of the categories, all the students strongly agree or agree with the aspects of having a clear definition and point of view of the concepts of authentic materials and intercultural communicative competence. The learners were able to implement elements of their immediate context and culture into the integrated assignments. Furthermore, the brochures, advertisements, and product descriptions impacted positively the way students learn English.

The connection of these answers with the results of the different activities carried out for this research paper is the students' ability to recognize that in order to know new perspectives about their own cultural features and be able to compare them with new ones from other parts of the world. This aspect is a key element for this paper because the learners realized that a language, in this case, English, is part of a culture and vice versa. Besides one of the important aspects that I would like to highlight is the fact that students showed self-confidence when they identified information about a country by firsthand also, they could break barriers to using English without thinking if their English was good or not.

Besides employing authentic materials students fostered their learning process and at the same time, this pedagogical development was useful to the teacher because permitted to

⁹ Translation by the researcher.

promote other competencies like the intended one for this paper, interculturality. Considering the results, especially the ones from the last questionnaire. Apart from reinforcing students' learning process, these kinds of materials encouraged their imagination and creativity. Besides, they could express their preferences, and in some cases, they could reflect on the different social practices from one place to another and this was possible by using English as a bridge of communication.

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

To complement the previous information, I would like to mention the different comments that substantiate the goal of this research project. They were taken from the final questionnaire applied through Google Forms.

- “Fueron actividades muy buenas ya que así es más fácil de entender el inglés” (Student 1).
- “Me pareció bonito por que aprendimos cosas nuevas que nos ayudan a nuestra vida conocer culturas lugares y muchas cosas más como describir un producto ... una cultura ...me ayudo en lo de la pronunciación me pareció muy bonito agradable.” (Student 2)
- “Me parecieron muy Bonitas las actividades que realizamos porque aprendimos más sobre nuestro país y nuestras culturas, también aprendimos más sobre otros países y sus actividades más importantes.” (Student 3)
- “Me pareció muy buena por que aprendí más cosas sobre la cultura y por q pude mejorar más la pronunciación.” (Student 4)
- “Fue muy chévere ya que con todo lo que se vio se pudo aprender varias cosas sobre otras culturas etc. Lo único difícil fue cuando se tuvo que grabar.” (Student 5)
- “Las actividades que fueron llevadas a cabo durante este proceso fueron muy buenas porque nos hizo comprender mejor muestra cultura mediante el inglés. Las actividades fueron muy fáciles de comprender y muy didácticas” (Student 6)
- “Me parece bueno e interesante porque es algo nuevo para mí lo cual me puede ayudar a mejorar en el inglés” (Student 7)
- “Fue interesante las actividades como hacer un folleto de un país el cual no sabía los lugares que tenía y aprender también describir un proceso de varias cosas y aprender cómo se hacía” (Student 8)
- “Fueron clases muy divertidas que fomentaron el compañerismo.” (Student 9)
- “Me pareció muy bonita las clases porque aprendimos más de nuestra cultura, Me pareció un poco difícil manejar la pronunciación en algunas actividades. Me gustaría conocer más sobre otras culturas” (Student 10)

All the previous students' comments about the different activities demonstrated that there was a positive change between the first semi-structured interview and the final questionnaire, by demonstrating interest and excitement in the proposed activities. Moreover, their perception of the implementation of authentic materials was different in the end, since students became aware of the proposed of them

In conclusion, all these steps and data reveal favorable results after the implementation of the didactic sequence based on authentic materials. Generally, the different changes implemented during the classes had a good impact by creating excitement, curiosity, and action for the learners. Besides they could think critically about their distinct aspects as part of their identity and how other cultures have their own beliefs and ways of behaving. Thus, including the concept of authenticity in the materials, curriculum and tasks could guarantee a successful learning English process, especially for rural learners.

7. CONCLUSIONS

This Master's Report established a revision about describing the extent to which the implementation of authentic materials (brochures, advertisements, product descriptions) impacts the intercultural competence of secondary EFL learners from a public rural high school in Nariño. Furthermore, it aimed to investigate if tasks based on authenticity could contribute to changing students' English perceptions towards English, as well as to improve their speaking and writing skills. The study was conducted from semi-structured interviews, a pre-test, the design, and implementation of a didactic sequence, a post-test phase, and a final questionnaire.

From the semi-interview, the students all agreed on the fact they liked the current materials such as printed guides, textbooks, and audio. Additionally, about the implementation of new materials (brochures, advertisements, or product descriptions). They have never worked in English classes with any of the materials mentioned. However, they showed excitement and curiosity to start knowing their purpose of them. On the other hand, the learners did not know intercultural competence and some students had some misconceptions about the inferences of what authentic materials mean. Despite these aspects, some students mentioned that they would like to include in these kinds of materials topics such as music, culture, movies, traditions from their region, more vocabulary, and didactic activities.

On the other hand, it could be observed that in the pre-test phase the students did not have good performance in general for the speaking and the writing task as well. For the speaking task, all the ten students had a low performance with scores between 1,7 and 2,9. Secondly, for the writing task, the learners had low scores too, just with the difference that one student got 3,9. It is relevant to notice in these tasks that first, the students are not getting

used to presenting these kinds of activities. Second, the products that they had to describe (wine and beer) are not related to their immediate context. Third, they did not have a strong recognition of how to present a product description or the use of connectors to communicate their ideas clearly and they have not had the opportunity to offer opinions and make comparisons about cultural topics.

After the implementation of a didactic sequence based on authentic materials and with the help of task-based learning, a post-test phase was carried out. The activities and the procedure were the same as in the pre-test phase, the only difference was the product used for the activities. So, the students presented their oral activity based on products related to their realities such as coffee, panela, cuy, and melcochas. For the writing task, they wrote about the making process of coffee which is a product that all the students and their families have a relationship with. Therefore, the results improved significantly compared with the first one. For instance, the results of the speaking task show that 40% of the class got a high performance while the 60% of the class got a basic performance. This means that the different tasks were effective because none of the students got a low score compared with the first activity. Then, in the writing task students also improved but not in the same way as in the speaking test. The results display that 10% (1 student) got a high score, 40% got a basic performance and the other 40% got a low result. As it can be noticed there was a persistence of some mistakes, despite what numbers show there was an improvement in terms of following the task, application of connectors and reflect about the relevance of culture as part of their identity.

Concerning the final questionnaire, most of the students confirmed that they felt motivated to learn English by employing authentic materials and what is used for real situations. Besides, they believed that the authentic materials helped them to create tolerance towards other customs and to observe themselves and assess the attitudes and beliefs of

others by discovering cultural information. This is a meaningful aspect that contributes to the intercultural competence of the learners. Apart from, that they answered that the materials used in classes allowed them to foster their communication skills like speaking and writing. Moreover, one of the most important aspects collected from this final questionnaire is the evidence from part of the students on how they could incorporate elements of their context and culture in the application of the different activities as well as they have a clear stand on concepts of intercultural competence and authenticity.

On the other hand, by developing this research project as an English language teacher I had the opportunity to start thinking critically about the factor that authentic materials could be implemented in the curricula, bearing in mind a rural context. By doing this, I am sure that the content and methodology could connect with their realities and the curricula will be more pertinent for my rural learners. Besides, I feel more committed to foster not only my learners' English language proficiency but also other aspects such as intercultural communicative competence, since I consider from now on my pedagogical practices are influenced by lessons that increase my students' levels of on-task behavior, concentration, and involvement in the target language and activities which let to value and link with their rural culture, identity, social practices, and their different particularities. Equally important, at the end of this master's research I reflected on my identity as a teacher and I comprehend that it has reshaped, specifically understanding that learning to teach is a process of professional identity construction rather than knowledge acquisition and if I want my students to improve, first I must become a reflective practitioner in order to start thinking critically to act transformatively.

This research encourages teachers, especially rural ones to start making changes in pedagogical aspects for promoting not only English as a language but as a means to foster other features such as intercultural competence. In the same way, this paper allows us to

reflect on what it really implies about how culture and communication interact. Besides, it is possible to analyze through all the presented information all the learning opportunities offered by authentic materials during the classes, including several texts such as the ones applied for this research, brochures, advertisements, and product descriptions, and start thinking about what such texts can teach students about English, about language, and about promoting curiosity, motivation and link the gap between classroom scenery and the everyday life language in the real world. As a recommendation, these types of materials must be employed by a linguistically aware teacher always connecting them with social practice. Likewise, it is important to reflect on what teachers need to consider producing inspiring and culturally appropriate materials of their own whether they are producing these materials from scratch or adapting them from the materials already available. For this objective, is recommendable to think about students' context and needs, to have a plan about how as a teacher you can relate to students' real view of the world and the content of a class and make changes to pedagogical aspects bearing in mind new trends like task-based learning. As the last point, from the results of this paper, the learners not only described the making process of a product, but they could give their point of view about how these cultural features impact their identity and how all these elements can promote self-awareness about human differences to make them self-reflective on the respect for the other one by demonstrating respect toward people's beliefs.

Finally, I would suggest that further research about authentic materials in EFL classroom settings should focus on not only rural areas but urban ones to find out similarities and differences between them. Hence, this will allow us to have a broad view of their impact on learners. Besides this research could apply to groups with a bigger number of students and at the same time compare the research with a control group. All the possible collected data

could reinforce or make decisions on the curricula and methodology carry out in English classes.

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9. APPENDICES

9.1 Appendix 1. Didactic Sequence “Intercultural Movers” Based on Authentic

Materials.

| | |
|---|--|
|  | <p>INSTITUCION EDUCATIVA VALPARAISO BAJO Vereda Valparaíso, El Carmen – San Lorenzo Nariño Autorizada Mediante Resolución No. 3141 de agosto 30 de 2013 CÓDIGO DANE No. 252687000179 NIT No. 900663079-0 Teléfono No. 3136685399</p> |
|---|--|

INTERCULTURAL MOVERS

This didactic sequence is based on presenting authentic materials such as product descriptions, advertisements, and brochures. This sequence was part of a study about the impact of authentic materials on rural secondary English learners carried out with 10th graders from a public high school called Valparaíso Bajo, which looks for information about students’ intercultural competence. Thus, task-based teaching was employed because this provides students with activities that promote interest and interaction in the classroom, in this way the tasks presented here are in order to engage learners’ appropriation of the target language. So, this means that the sections, in general, are organized into introduction, modeling, and practice to foster speaking and writing skills in learners. Additionally, the sequence focuses on the suggested curricula given by the Colombian minister of education called “Derechos Básicos de Aprendizaje” (DBA). Hence this sequence covers the next objectives:

- Write narrative, descriptive, and expository texts related to topics of interest or that are familiar to you.
- Explains the ideas of an oral or written text about topics of interest or that are familiar to him/her based on his/her previous knowledge, inferences, and interpretations.

Finally, this didactic sequence is divided into 2 sessions, which have 4 classes with a length of two hours each of them. It is relevant to notice that this didactic sequence includes a

pre-test and post-test phase to measure the outcome of interest at the beginning and to analyze results after applying the different strategies. Besides, all the materials are attached after every session. So, you will be able to find the appendixes for this didactic sequence.

| | |
|--|--|
| Name of the unit of learning | How much do you know about tourism? |
| Target audience | Grade: tenth Population: 10 students Age: between 14 and 19 years old. Level of English: elementary School: I.E Valparaiso Bajo Year: 2022. |
| Session number | 1 |
| Materials | Flashcards, Menti, Flipgrid, and Canva application, videos, brochures, and photocopies |
| Communicative student-centered objective(s) | Identify different kinds of media advertising Write about tourists and places with their different activities. Make a brochure to promote tourism in a region. Make students value their own and other's culture. |
| Objective-based on language | Describe a place employing a brochure. |
| linguistic objective | Use the present simple and time connectors to describe a place. |
| Grammar | Review the simple present structure |
| Vocabulary and expressions | Tourism vocabulary |

| | |
|---------------|--------------------------------------|
| | Time connectors Media advertising |
| Length | 8 hours |

| |
|--|
| |
| Class 1 Pre-test |
| Description of activities |
| <p>Before this class, the teacher will show the learners two videos about what is the process of making beer and wine. So, for this class in groups of two, students will present an oral activity. This activity must be presented creatively and should include the next information:</p> <ul style="list-style-type: none"> ● The name of the product. ● A brief description of its making process (based on the video watched in class) ● The name of the country that the product belongs to. ● Present the product in a creative way <p>After the oral presentations, the students will do a writing task about describing the process of making wine. These are the instructions for the task.</p> <ul style="list-style-type: none"> ● spend about 40 minutes on this task. ● Summarize the information by selecting and reporting the main features and making comparisons where relevant. ● Write at least 100 words. <p>These two activities are part of the pre-test and to assess them, some rubrics will be used.</p> |

Class 2

Description of activities

- 1. Introduction:** The class starts with a video presentation of the country of Thailand. This video is about tourism, so this includes several activities that can be done in this place. After watching the video, the teacher asks the students what kind of tourism and activities they could see, and what similarities or differences they can notice with tourism activities in Colombia. Thus, to share the ideas of this activity the application “Menti” is employed. Then the teacher puts around some pictures with different activities that can be done as part of tourism here the students can go around the classroom and match the different words with the activities.
- 2. Modeling:** The teacher presents a reading in which the students must identify several kinds of tourism. Then students do a matching activity, related to the type of tourism, the definition, and an example of it. This activity is discussed to see students’ answers and the teacher asks for specific examples in the department of Nariño, if there are no examples in the department they can think about other places in Colombia. At the same time, students decide what kind of tourism from this exercise does not exist in our context, by justifying their answers. With the help of a photocopy, the teacher explains the importance and use of connectors to write a description.
- 3. Practice:** The teacher gives to the students some pictures of tourist activities and places around the world. Hence, the students prepare a presentation, by giving information about what they can see. They need to include the presentation of the next information:

 - Name of the country

- Name of the tourist place
- Name of the activity
- Explain whether there is or not a similar activity in Colombia
- Opinion whether they would like to try or not.

Class 3

Description of activities

1. **Introduction:** the class starts by asking the students what the difference between advertisements, promotion, and marketing is. To check their answers, reading comprehension is given to the students. The students read it aloud and start making comparisons among these terms. Besides, the teacher can make some questions to see what they understand from the reading.
2. **Modeling:** the teacher puts on the board some flashcards of different kinds of media advertising such as newspapers TV, the Internet radio, magazines, travel brochures, leaflets, tourism guides, social networking sites, search engines, banners, and websites online forums, and word of mouth. At this moment the teacher gives them some situations in which these kinds of advertisements, so the students discuss what is the most appropriate one for each situation.

After this, the teacher gives to each student a brochure and with the help of it, the teacher asks questions about what the grammar structure is used in the brochures, what kind of information they can find there, and what they call their attention to.

At this moment the teacher does a brief review of the present simple and some expressions to describe especially touristic places.

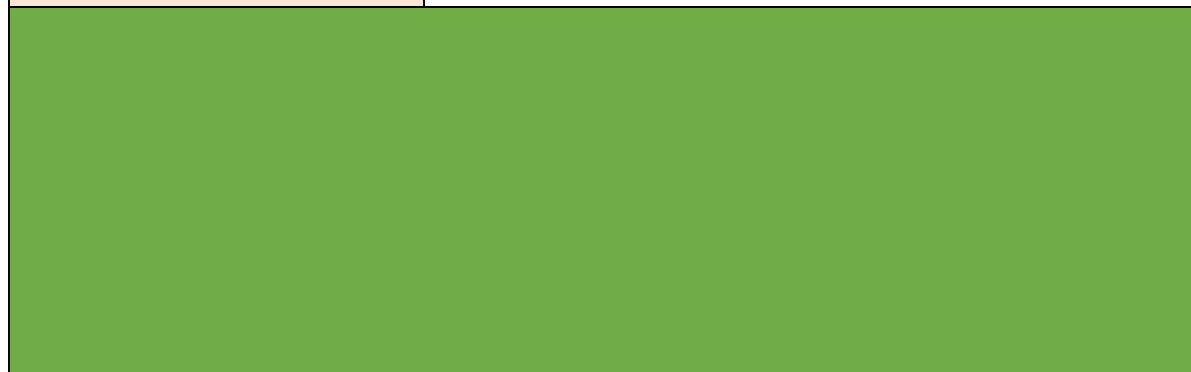
- **Practice:** the students are divided into couples; they choose a brochure, and the teacher tells each couple about a tourist place in Colombia. The idea is they can classify the information in a chart by comparing the two places. Then they go in front of the board to share their findings. The teacher gives them some feedback and clarifies their doubts.
- Finally, for the next class the teacher asks the students to look for information about a country. The students in couples choose the country (which cannot be the same as other groups). The information required is the next:
 - Flag of the country
 - Facts about capital city, population, typical weather, type of government, kind of geography, food, and fun things to do.

Class 4: project

In this project and with the collected information the students will create a brochure in the application of “Canva”. So, to do this and for the students to have ideas about the creation of a brochure the teacher shows them a template as an example. After creating the brochure, the students will make a video explaining it and this will be uploaded “Flipgrid”. After watching the videos, the students will leave a comment as if they are interested in visiting it. After finishing it, the teacher will discuss this activity to see what they learned, share what they understood from other cultures, and know their opinion about the activity.

| | |
|-------------------------------------|---|
| Name of the unit of learning | Understanding my Cultural Identity |
| Target audience | <p>Grade: tenth</p> <p>Population: 10 students</p> <p>Age: between 14 and 19 years old.</p> <p>Level of English: elementary</p> |

| | |
|--|--|
| | School: I.E Valparaiso Bajo Year: 2022. |
| Session number | 2 |
| Materials | Advertisements, videos, flashcards, Kahoot, and photocopies |
| Communicative student-centered objective(s) | Describe product making processes to give information about my culture Create an advert to show aspects of my culture. Recognize aspects of my culture as part of my identity. |
| Objective-based on language | Describe a product through an advertisement. |
| linguistic objective | Use the passive voice in small sentences to describe the process of a product. |
| Grammar | Present passive voice |
| Vocabulary and expressions | Advertisement vocabulary Products' names Oral expressions to show pause |
| Length | 8 hours |



Class 1

Description of activities

Introduction: the class starts with the next quote written on the board “*My culture is my identity and my personality. It gives me spiritual, intellectual, and Emotional distinction from others, and I am proud of it*” (MF Moonzajer). With this quote, the teacher asks some questions (e.g., What do you notice in the phrase? What is the identity for you?) Students give their ideas which are discussed.

- Then the students look at some flashcards of traditional Colombian products. Here they are asked to imagine that they are describing themselves to someone who does not know what they are. Some vocabulary is given as a hint for the description.

2. Modeling: after, the teacher plays a record where the students listen to some people talking about the descriptions of the products in the previous exercise. The students write the name of each product in the order that they hear them, and then with the help of a Colombian map say to the class where is each product made.

- According to the listening exercise, some sentences are written on the board, for example:

- This hat **is produced** in Córdoba and Sucre.
- The bowls **are sold** in markets.
- The bags **are manufactured** in the Sierra Nevada de Santa Marta by the Arhuacos people.

The teacher asks some questions (e.g., Are these sentences in the present, past, or future? When do we use is + past participle, and when do we use are + past participle? ...)

After students do an exercise by applying what was learned in their notebooks and the teacher encourages them to go to the board to write down their answers

All these exercises are intended for students to notice the grammar topic regarding present passive voice. Here, if it is necessary, the teacher gives an extra explanation about it.

3. Practice: students do a jigsaw activity based on a written exercise about the preceding information, some students have paragraphs related to the process of how to make a hat in “Sandona, Nariño” In the paragraph is not given the name of the object and either the Implementation belongs, so after they complete some blanks, in couples, they do peer assessment about the grammar section, then they share the details they got from the text and try to guess the missing information.

- Finally, as a speaking group activity, students share their findings, opinions, and the relation of the different activities carried out in the class with the concepts of culture and identity; also, the teacher provides some feedback. In this case, a CAT (Classroom assessment technique) is applied as part of their formative assessment.

Class 2

Description of activities

Warm-up: the class starts with a video about the making process of Hats in Sandona (Nariño).

Here the students participate in class with the help of an application called “Kahoot” in which they complete some sentences and answer some questions based on the video and the information given in the previous class.

Then the teacher through a brainstorming activity Implementations to give their ideas concerning which kind of products characterize the village where they study “Valparaiso Bajo”

Direct instruction: the teacher asks the students to think about products that they see or hear about in TV or radio adverts. Students copy a table. Then they complete the headings with the types of products in the box.

The activity is shared with the class and at this point, the teacher presents the new vocabulary with the help of a matching exercise:

Then the teacher presents some videos about an advertisement carried out in the Philippines and another one that takes place in Australia, in the advertisements some products are described. The student must identify what the product is, they must give their opinion about it (Students know something about it previously, would they like to try it? Make comparisons with similar products.)

Practice: Next, some photocopies are given to the students, in this task they must label the elements of the taught vocabulary in three advertisements one of McDonald's, the other one is about Dabur honey taken from an Indian context, and the other about a Colombian coffee brand. The students speak out to give their answers.

Class 3: Project

In this activity, the students will present an advertisement about the *most* typical and representative products from the village where they live, so they must describe the making process and they must create a poster to advertise the product.

First, the students will visit some farms to have a better and clearer idea about the product-making process.

Then, they start preparing their oral presentation, the teacher gives them some tips:

- Mention how your product is made
- Decide who a typical customer will be
- Create an advertisement.

As a bit of advice, students should include the grammar and vocabulary studied in this learning unit; the teacher emphasizes that in the presentation they must include their point of view related to the importance of these cultural facts as part of their identity as inhabitants of “Valparaiso Bajo

Class 4 Post-test

Description of activities

After applying all the strategies presented in this didactic sequence, the teacher will let students present the previous project as their oral evaluation.

After the oral presentations, the students will do a writing task describing the process of making coffee. These are the instructions for the task.

- spend about 40 minutes on this task.
- Summarize the information by selecting and reporting the main features and making comparisons where relevant.

- Write at least 100 words.

The same rubrics used in the phase of the pre-test will be taken into consideration to assess these activities.

9.2 Appendix 2. Semi-Structured Interview Format.



INSTITUCION EDUCATIVA VALPARAISO BAJO
Vereda Valparaíso, El Carmen – San Lorenzo Nariño
Autorizada Mediante Resolución No. 3141 de agosto 30 de 2013
CÓDIGO DANE No. 252687000179 NIT No. 900663079-0
Teléfono No. 3136685399

Entrevista de entrada

El presente cuestionario forma parte del proceso de investigación que se está llevando a cabo en la Institución Educativa Valparaíso Bajo, durante las clases de inglés. Esta tiene como propósito conocer cuáles son sus perspectivas hacia la implementación de materiales auténticos en la metodología utilizada en las clases de inglés. Se recomienda que las preguntas sean contestadas con total sinceridad y de manera individual.

Nombre: _____ **Genero:**

_____ **Edad:** _____ **Curso:** _____

Ambiente Familiar

1. Menciona el lugar donde vives y descríbelo.
2. Describa su entorno familiar, trate de incluir la siguiente información:
 - Tipo de vivienda
 - Con cuantas personas convives
 - En que utilizas tu tiempo libre cuando estas en tu casa
 - Con que recursos cuentas en el lugar en que vives (internet, libros, juegos

didácticos, celular, computador)

Ambiente Escolar

3. ¿Te gustan los materiales que se utilizan actualmente en la clase? Menciona dos tipos de materiales que se hayan utilizado.

4. ¿Cuál es tu opinión acerca de utilizar nuevos materiales tales como: folletos, anuncios, ¿o descripciones de productos?
5. ¿Alguna vez tú has trabajado con los materiales mencionados en la pregunta anterior? Si tu respuesta es “Si” describe cómo fue la experiencia.
6. Consideras que este tipo de material tendría algún impacto en tu proceso de aprendizaje de inglés.
7. ¿Qué temas te gustaría incluir en este tipo de materiales? De tal forma que te incentiven a aprender inglés.
8. ¿Qué elementos de tu contexto o entorno podrías reconocer si se implementan en las clases de inglés materiales como folletos, anuncios, o descripciones de productos?
9. En tu opinión, ¿tu piensas que estos materiales le aportarían algo significativo a tu proceso de aprendizaje que te permita fomentar tus habilidades comunicativas en inglés, así como mirarse a sí mismo y valorar las actitudes y creencias del otro?
10. ¿Que entiende usted por estos términos:
 - Materiales auténticos
 - Aprendizaje Intercultural

9.3 Appendix 3. Pretest Writing Task



INSTITUCION EDUCATIVA VALPARAISO BAJO
Vereda Valparaíso, El Carmen – San Lorenzo Nariño
Autorizada Mediante Resolución No. 3141 de agosto 30 de 2013
CÓDIGO DANE No. 252687000179 NIT No. 900663079-0
Teléfono No. 3136685399

| Pretest INGLÉS Año Lectivo: <u>2022</u> | | | |
|--|---------------------------------|---------------|--|
| Teacher's Name | Birna Rosario Santander Caicedo | | |
| Student's name | | Course | |

Passive voice - processes – winemaking

When describing processes or procedures, you should write in a formal tone. To do this, use the grammatical construction called the passive voice. Not only does this make your work have an impersonal tone, but it also highlights each step or stage of the process you're describing. When describing a process

1. Use the passive.
2. Use time connectors

In the passive voice, the subject is the recipient of the action, and it essentially focuses on the events that happen to the subject

GUIDE TO WINEMAKING



Example - Wine Production

- You should spend about 40 minutes on this task.
- The illustrations show how wine is produced.
- Summarize the information by selecting and reporting the main features and making comparisons where relevant.
- Write at least 100 words.

9.4 Appendix 4. Post-Test Writing Task.



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Teléfono No. 3136685399

| Post-test INGLÉS Año Lectivo: <u>2022</u> | | | |
|---|---------------------------------|--------|--|
| Teacher's Name | Birna Rosario Santander Caicedo | | |
| Student's name | | Course | |

Passive voice - processes – coffeemaking

When describing processes or procedures, you should write in a formal tone. To do this, use the grammatical construction called the passive voice. Not only does this make your work have an impersonal tone, but it also highlights each step or stage of the process you're describing. When describing a process.

3. Use the passive.
4. Use time connectors

In the passive voice, the subject is the recipient of the action, and it essentially focuses on the events that happen to the subject

Example - Coffee Production

- You should spend about 40 minutes on this task.
- The illustrations show how coffee is produced.
- Summarize the information by selecting and reporting the main features and making comparisons where relevant.
- Write at least 100 words.

STEP TO COFFEE



1.Planting



2.Harvesting



3.Choose Beans



4.Airing



5.Storage



6.Hulling



7.Roasting



8.Packaging



9.Grinding



10.Tamping



11.Brewing Coffee



12.Drinking



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9.5 Appendix 5. Final Questionnaire.

Cuestionario Final

El presente cuestionario forma parte del proceso de investigación que se está llevando a cabo en la Institución Educativa Valparaíso Bajo, durante las clases de inglés. Esta tiene como propósito conocer cuáles son sus perspectivas hacia la implementación de materiales auténticos en la metodología utilizada en las clases de inglés. Se recomienda que las preguntas sean contestadas con total sinceridad y de manera individual. Recuerde que sus respuestas no afectaran de ninguna manera su proceso académico. Siéntase libre de contestar con toda honestidad. Este cuestionario se lo aplica como instrumento final, luego de la aplicación de la secuencia didáctica, así como del post-test para determinar las perspectivas por parte de los estudiantes hacia los materiales implementados en clase.

Nombre: _____ **Genero:**

_____ **Edad:** _____ **Curso:** _____

Lea cada uno de los ítems y luego marque con una X dependiendo de su opinión.

| Items | Totalmente de acuerdo | De acuerdo | Neutral (ni de acuerdo ni en desacuerdo) | En Desacuerdo | Totalmente en desacuerdo |
|---|------------------------------|-------------------|---|----------------------|---------------------------------|
| 1. El contenido de los materiales auténticos le permitió sentirse más motivado a aprender una lengua extranjera como el inglés. | | | | | |
| 2. El uso de materiales auténticos contribuye a entender el uso del inglés en la vida real. | | | | | |
| 3. Considera que los materiales utilizados le permitieron saber | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| descubrir información cultural y generar tolerancia hacia otras costumbres. | | | | | |
| 4. Considera que los materiales utilizados en clases permitieron fomentar tus habilidades comunicativas en inglés. | | | | | |
| 5. Considera que los materiales utilizados en clases permitieron observarse a sí mismo y valorar las actitudes y creencias del otro. | | | | | |
| 6. Considera que fueron significativos los diferentes contenidos culturales. | | | | | |
| 7. Los materiales y actividades basadas en autenticidad son mejores que los que se presentan en libros de texto o guías. | | | | | |
| 8. Tiene usted más claro los | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| conceptos materiales auténticos y aprendizaje Intercultural. | | | | | |
| 9. Logro incorporar elementos de su contexto y cultura en la aplicación de las diferentes actividades. | | | | | |
| 10. Considera que usar folletos, anuncios, o descripciones de productos impacta positivamente en su proceso de aprendizaje. | | | | | |

Deja tu comentario sobre las actividades llevadas a cabo durante las últimas clases.

9.6 Appendix 6. Letter to Parents or Guardians



INSTITUCION EDUCATIVA VALPARAISO BAJO
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CÓDIGO DANE No. 252687000179 NIT No. 900663079-0
Teléfono No. 3136685399

Valparaíso Bajo, San Lorenzo, 08 marzo de 2022

Apreciados padres de familia y acudientes:

Mi nombre es Birna Rosario Santander Caicedo, soy estudiante de la Maestría de la Enseñanza del inglés como Lengua Extranjera, en la Universidad Icesi, en Cali, Colombia.

Mi supervisor/a es Brayan Portilla.

Actualmente me encuentro haciendo una investigación sobre “The Impact of Authentic Materials on Rural Secondary English Learners”. Para poder conocer el impacto que tienen los materiales auténticos en el proceso de aprendizaje que llevan los estudiantes, es necesario que se realicen la, aplicación de entrevistas, la aplicación de materiales, observaciones, pre- test post-test, entre otros instrumentos. Este trabajo se desarrollará entre los días 10 y 29 de marzo del año en curso. Ya, se ha obtenido autorización del Rector de la Institución y el consentimiento informado del docente.

Por esto, si tienen inquietudes al respecto de lo que se hará, les pido contactarme a mi número de celular 3168218799.

No se espera que la investigación o las actividades a desarrollar afecten a los niños de manera alguna, en cuanto a la parte académica. Es necesario aclarar que se los llamar algunos días en la tarde para realizar dichas actividades, lo cual se les informará con anticipación. Además, se tomarán sus nombres, en ocasiones habrá registro fotográfico o de video; sin embargo, esto solo será con fines de la investigación. confidencialidad. Si usted decide que no quiere que el niño o niña participe, no le incluiremos en el estudio.

De no recibir algún comentario esta semana después de haber enviado esta comunicación, entenderé que están de acuerdo con que realice la observación durante la clase en que sus hijos estén presentes.

De antemano agradezco su colaboración con el desarrollo de mi tesis de maestría.

Cordialmente,

A handwritten signature in black ink, appearing to read 'Birna Rosario Santander Caicedo'.

Birna Rosario Santander Caicedo

C.C. 1085278366

Celular: 3168218799

Email: 1085278366@u.icesi.edu.co

Appendix 7. Authorization for Master's Research

Valparaíso Bajo, San Lorenzo, 06 marzo de 2022

Señor/a

SEGUNDO RICAURTE CASTILLO BURBANO

Rector

Institución Educativa Valparaíso Bajo

Referencia: autorización para investigación de maestría

Apreciado rector:

Estoy escribiéndole para solicitar autorización para desarrollar mi investigación de maestría. Mi nombre es Birna Rosario Santander Caicedo, soy estudiante de la Maestría de la Enseñanza del inglés como Lengua Extranjera de la Universidad Icesi en Cali, Colombia. Mi supervisor/a es Brayan Portilla. Mi investigación es titulada “The Impact of Authentic Materials on Rural Secondary English Learners”. Mi objetivo es: Describir en qué medida la implementación de materiales auténticos (folletos, anuncios, descripciones de productos) impacta en la competencia intercultural de los estudiantes de EFL de secundaria de una escuela secundaria pública rural en Nariño.

La investigación requiere de la, aplicación de entrevistas, la aplicación de materiales, observaciones, pre- test post-test, entre otros instrumentos que se harán en el colegio no tendrán efectos negativos esperados ni se prevé que haya interferencias para la clase o los estudiantes. Además, Toda la información recolectada será estrictamente confidencial.

Adicionalmente, el docente que participe en la investigación deberá firmar un consentimiento informado y los acudientes de los niños recibirán una circular explicándoles el proceso investigativo y pidiéndoles que me contacten si tienen preguntas o si no desean que sus hijos participen durante la observación. Si algún acudiente escribe diciendo que no autoriza a su hijo o hija a estar presente durante la observación, ésta no será llevada a cabo.

Al autorizar la participación en esta investigación, la institución que usted lidera estaría contribuyendo a entender el impacto de los materiales auténticos en la enseñanza del inglés como lengua extranjera

Muchas gracias por su atención y tiempo.

Cordialmente,

A handwritten signature in black ink, reading "Birna Rosario Santander Caicedo". The signature is written in a cursive style and is enclosed within a thin black rectangular border.

Birna Rosario Santander Caicedo