

The Influence of Didactic Materials on EFL High School Students' Motivation

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Abstract - EFL high school students' motivation can be boosted by using didactic materials in the classroom, due to the fact that motivation is a mechanism to increase students' learning through the use of a variety of materials. Language students might either feel intrinsically motivated, which means that the student is moved by an internal source, or extrinsically motivated, which is the influence of some outcome. This case study describes how didactic materials modify EFL students' motivation at MEP, whose institution, Colegio Técnico Profesional de Corredores, becomes the research setting, and the focus group is seventh graders, specifically the classroom 7-6. The interest emerges during the teaching practicum of the researchers because students seem not to be engaged and motivated during the EFL classes. Using a variety of didactic materials in order to consider students' needs and their level of knowledge becomes indeed a necessity to expand the teacher's repertoire, which deals with students' willingness to complete activities, have a better understanding of the target language, and stay motivated in class. To supply the EFL process with motivation and avoid classroom monotony, this research goes beyond the use of videos, photocopies, and whiteboards; students' interests are the main focus. By upgrading didactic materials, considering pair and group didactic materials and the action plan in this case study, teachers can motivate students not just to participate in the class but to develop soft skills such as communication and problem-solving to fulfill their learning needs.

Keywords - didactic materials, motivation, audiovisual material, participation, engagement, variability

Resumen - La motivación en los estudiantes de inglés como lengua extranjera de secundaria puede ser impulsada por el uso de materiales didácticos en el aula, debido a que la motivación es un mecanismo para intensificar el aprendizaje de los estudiantes mediante el uso de diversos materiales. Los estudiantes se motivan intrínsecamente, lo que significa que el estudiante no está influenciado por nada o extrínsecamente, que es la influencia de algún factor externo. Este estudio de caso describe la influencia de la motivación de los estudiantes de inglés como lengua extranjera en el Colegio Técnico Profesional de Corredores mediante el uso de materiales didácticos, ya que, durante la práctica docente, los estudiantes de la sección 7-6 no estaban motivados en sus clases. Variar los materiales didácticos, considerar las necesidades y el nivel de los estudiantes, amplían el repertorio del docente y además conlleva a los estudiantes a completar las actividades, tener mayor comprensión del idioma y mantener la motivación. Para suministrar de motivación el proceso de enseñanza de la lengua extranjera y evitar la monotonía en el aula, esta investigación va más allá de el uso de videos, fotocopias y pizarra; los intereses de los alumnos son el objetivo principal. Al actualizar los materiales didácticos,

desarrollar material individual, grupal y en parejas, se puede motivar a los estudiantes porque eso fomenta el desarrollo de habilidades blandas tales como la comunicación y resolución de problemas.

Palabras clave - material didáctico, motivación, material audiovisual, participación, compromiso, variabilidad.

I. INTRODUCTION

Learning English in a formal environment is strictly connected to motivation. Dornyei (2001) cited in Alizadeh (2016) believes that "the complexity of the idea of motivation lies in its attempts to elaborate person's actions on behavior which cannot be explained by just one approach" (p.11). Fortunately, there is now a lot of research literature available on the role of motivation in language learning. Syahrozi et al. (2018) mentioned that motivation influences students' achievement in a learning process; students who are unmotivated will consequently have a tough time studying, but motivated students will find it simple to accomplish their learning goals. Even though motivation is a natural characteristic in all students to be aware of how motivation in high school EFL students can be influenced by using didactic materials.

Brown (1985, cited in Gass and Selinker, 2001) defined motivation as the behavior of students towards the target language, culture, or individual attitudes respecting the activities in the class. Additionally, Rifai (2010) reported that what motivation points out is that learners want to understand the content presented, be able to relate it to their prior knowledge, and "make it their own" by being able to discuss it in their own words (p. 2). Motivation addresses better curriculum materials and strategies to be used in the class. Giasinaris and Sofos (2020) proposed that didactic material contributed to higher rates of completion of programs because they assist teachers to have students who are not just simply motivated but also, learning through the use of those materials.

During the researchers teaching practicum, the lack of motivation shown by some of the students to participate in the activities and their reluctance to use materials encouraged both researchers to go through a research process. Indeed, the purpose of this case study is to portray how didactic materials can influence EFL students' motivation at MEP.

Giasinaris and Sofos (2020) argued that didactic materials help to fulfill the programs, but the gap presented there is that they do not specifically mention how the materials motivate students to learn. The significance of this case study is to inform teachers, and the administrative department from Colegio Técnico Profesional Corredores, especially those teachers who are facing a similar situation about the impact of using didactic materials in the class by giving a highlight on the use of didactic material to create a higher level of motivation in the class.

Research Question:

How does the use of didactic materials influence students' motivation in group 7-6 CTP at MEP?

II. LITERATURE REVIEW

Consequently, the role of didactic material is complex and should be flexible. Torres (2021) suggested that teachers use the materials to expand a teacher's repertoire because they are essential in the process of learning for students and teachers to achieve the goals of the class. Kilickaya, 2004 and Reo (2019 as cited in Cruz & Velasco, 2015), found that, in fact, the use of these resources had a positive effect on learner motivation because they provide three important elements in the process of learning such as authentic cultural information, an exposure to the real target language and, additionally, they supported a more creative approach to teach EFL learners and scaffold the work of both teachers and learners. The purpose of this literature review is to collect data journal information by using ERIC, Google Scholar, and EBSCO, implementing the use of Boolean operators, and the use of Didactic Materials in EFL to fulfill learning gaps.

A. Importance of Using Didactic Materials in Teaching

The use of didactic materials in teaching plays a significant role both in the classroom and in the student's learning process. There are different types of materials for teaching, such as websites, hand-made materials, authentic materials, images, videos, and others. Moreover, Valcarcel (2016, cited in Torres, 2021) commented that didactic materials can be used for educational purposes and that they need to be critically selected by having completed some criteria such as interactivity, motivation, creativity, and collaboration (p. 77). EFL teachers must take into consideration different digital and technological materials to be able to cover every single classroom content and criteria. For instance, storyboardThat, genially, wordwall, classroom screen, and other web pages are good examples of technological tools where teachers can create and find materials for their classes.

Some materials like interactive maps, puzzles, and presentations motivate students to participate in the class by sharing what they learned. According to Sun (2010),

one of the major concerns for teachers is managing student motivation in class; they select and utilize materials to engage students in the learning process. Having motivated students is crucial as it leads to overall class satisfaction (Singh, 2021). Moreover, motivation serves as a mechanism to enhance students' learning. For example, students become motivated when teachers incorporate digital, authentic, or various other materials in different activities, resulting in an immediate change in their behavior.

Overall, depending on the context the materials are used, students can feel intrinsically motivated or extrinsically motivated. Legault (2016) defined intrinsic motivation as the engagement in students' behaviors that is naturally enjoyable and not influenced by any object, and extrinsic motivation explains that it is the performance of the student's behaviors that gets influenced by some outcome. Wachob (2006, as cited in Sun, 2010) noted that teaching using didactic materials sustains the construction of students' motivation. In this manner, one of the reasons why students are motivated and participate in the class is because of the use of interactive materials.

B. Using Didactic Materials Fulfill Cognitive Needs

Human beings have a natural desire to learn and understand the world around them. When their cognitive needs are satisfied, Chang et al. (2022) explained that human beings feel a sense of utility and autonomy; therefore, they can use that feeling to motivate themselves to continue learning and exploring. Additionally, human beings are more likely to feel positive emotions such as interest. The use of didactic materials fulfills cognitive basic needs in students; for instance, if teachers do not satisfy those students' needs, students may feel bored, not engaged, and even disappointed in the class. Araya (2011) provided some conclusions based on the use of didactic materials to motivate students. In consequence, didactic materials become a message rather than just a tool in the classroom.

As Wachob (as 2006 cited in Sun, 2010) summarized, motivation in class can decrease or increase; therefore, selecting the appropriate didactic material contributes to students' engagement toward language learning. In the same vein, Araya (2011) described how Bloom's Taxonomy exposed the idea that the development of effectivity starts with a receiving-stimulus process to "learn" a language. Once students receive the stimulus, they move to the responding part, in which they participate in the activities in the class. In other words, if the material used in the classroom is challenging, students are going to be more engaged and committed to their learning process.

Correspondingly, motivation is considered an important aspect because of its capacity to generate "positive" behaviors throughout the language. Araya (2011)

affirmed that didactic materials used to teach are significant because teachers through them elicit the “needed” reactions for students’ learning. Every internalization of the information and materials used is performed then as a level of conviction and take and leads students to a higher level of motivation.

C. Flipped Classroom Method to Activate Motivation

Didactic materials give students the chance to be the center of a teaching-learning process based on a critical understanding of their reality and their personal experience through the material used in the class. Abeysekera and Dawson (2014) exposed that using the flipped classroom methodology involves focusing on moving tasks in time and setting rather than just on the autonomy of the student, which means that this method is student-centered. For example, flipped classrooms allow direct instruction in areas that students need to improve, and therefore, motivation is going to be achieved. Berrett (2012, as cited in Abeysekera & Dawson, 2014) stated that “flipping” classes inferred the inversion of expectations in the traditional lecture (p. 2). Motivation in class is a reward and reinforcement for students’ learning. Araya (2011), Giasiranis (2020), and Kilickaya (2004) argued that students participate in an activity in which they have to use a tool that looks interactive; they instantly are seen as motivated because the didactic material needs to be user-friendly, reusable, and compatible with the class main goal, considering student sources and learning necessities.

Didactic material can be described as a tool to create a more successful environment full of motivation in the classroom. By considering Bloom’s Taxonomy, human beings’ needs can be suited, and students and teachers can receive stimulus and transform it into motivation and autonomy in the process of learning. Motivation is beyond the skills or intellect that a teacher can have when teaching but the use of the didactic material’s influence.

III. METHODOLOGY

This section includes a complete description of the following criteria: research approach, participants and context, and data collection procedures. The first criteria of the research approach is to describe the type of research and the design of the study. Then, the participants and context include a description of the site and educational setting, the general location, and demographic characteristics. Also, a description of the participants of the case study, for instance, students, the age, the level, gender, the number of students in the groups, the type of program, and the curriculum. Additionally, the data collection procedures include the data gathering methods used in this case study, the purpose of every instrument, and its procedure for the data collection in the research.

A. Research Approach

A qualitative research approach was used in this case study because the main goal was describing an observed

phenomenon rather than quantifying it. Haven and Van Grootel (2019) stated that qualitative research is comprehensive, holistic, and in-depth investigation. The main idea of qualitative research is to collect and analyze data based on observations, interviews, and documentary evidence to obtain results regarding the problem. On the other hand, the design of this qualitative research is a case study. Becker et al. (2005) explained that a case study aims to examine the variables to provide a more elaborated understanding of an event or a situation. These characteristics present in qualitative research and case study add more suitability to the investigation due to the in-depth analysis of the concern within the context and the emergent design.

B. Participants and Context

This case study was carried out in one of the public Technical High schools in Costa Rica called Colegio Tecnico Profesional de Corredores located in the southern of the country whose institutional mission is to train students through meaningful learning with ethical, aesthetic, and civic tools and criteria that let students be part of a changing society. The researchers considered fourteen students from group 7-6 whose ages range from 13-14 years old. According to the program from the Minister of Public Education, the student’s proficiency level was ranged into an A1, and at the end of the year, it should be an A2 level based on CEF. The type of program used to teach in this institution is conversational, and the curriculum is entitled English Syllabus for Conversational English. The EFL teacher in charge of the group is a 46-year-old female with more than 15 years of job experience and a C1 at a linguistic level.

Regarding the sampling method used in this case study, it is criterion sampling. Palinkas et al. (2013) defined it as the process to identify members of the population who are likely to have certain experiences or characteristics and look for weaknesses to create an improvement. This sampling method helps the researcher to study a narrow criterion and even understand its implications. Moreover, the criteria used for the participants to be able to take part in the study are their level, age, and educational background. Taking into consideration these criteria, the previous experience from the practicum, and the researchers and collaborative teacher’s schedule, the researchers decided to choose group 7-6 from Colegio Técnico Profesional de Corredores.

C. Data Collection Procedures

To gather information for the case study, researchers employed three instruments. These tools aim to address the central and related questions. The first instrument is observation, which is used to identify factors in the didactic materials that influence students’ motivation and to offer recommendations. The second instrument is the interview, primarily designed to answer the central question and explain how didactic materials can affect students’ motivation in English classes. Lastly, the observation also addresses the central question, and

document evidence serves to support the use of didactic materials.

a. Focused Observation

In the case of the observations, the researchers conducted three focused observations, which were directed to the teacher and students at the Colegio Técnico Profesional de Corredores in classroom 10. These observations were made from September 27th, 2023, to October 11th, 2023. The researchers selected specific characteristics to observe related to the EFL teacher's work, such as the use of didactic material in class, variety in the didactic materials used in the class, adaptation of the didactic material, organization of the didactic material, and development of follow-up activities related to the didactic material. In every observation, the researchers have a guide in which they have the criteria, which are material, indicators, and a scale to evaluate if the teacher fulfills the indicator or not. Once they start the observation, the researchers mark the black space that best matches, and then there is a space in which they can write important aspects.

b. Interview

The interview in this research helps the researchers obtain information from the students' perspectives concerning how the use of didactic materials influences students' motivation. To gather students' responses, the instrument was administered face-to-face by interviewing the students at Colegio Técnico de Corredores. Concerning the length and the type, the type of interview is an individual semi-structured, which consists of twelve questions that take up to 15 minutes. In this instrument, researchers use a guide to carry out the interview, but the researcher could add more questions during the interview if it is necessary. This instrument was applied individually to a total number of 5 students of seventh grade at Colegio Técnico Profesional de Corredores on September 27th, 2023.

c. Documentary Evidence

In the case of documentary evidence, every document that proves the teacher is using didactic materials in the class. To obtain these documents, the researchers asked directly to the teacher about sharing the plan used for teaching in the following two months. Therefore, researchers can evaluate the data gathered and develop their own conclusions based on the documents.

IV. FINDINGS AND DISCUSSION

The purpose of this section is to analyze the data collected from the instruments administered and to present the findings discovered throughout the analysis of the results. In addition, this chapter presents the information collected from the six interviews and the three observations. The information gathered through carrying out these two instruments answers the research questions of this case study. Moreover, this section intends to analyze the data into categories and themes based on the research questions. On the other hand, the findings focus on coding and triangulating all the results obtained to analyze the relevant information, particularly

in this section, which aims to learn how the use of didactic materials influences students' motivation.

A. Data Analysis

The qualitative analysis used by the researchers was conducted through a thematic analysis. Cernasev and Axon (2023) defined it as the approach used by a researcher when it is seeking to understand the behaviors, experiences, or thoughts from a sampling, and the researchers divided the information into themes (p. 751). Additionally, the codification process is deductive; Linneberg and Korsgaard (2019) pointed out that before beginning the coding process, a predetermined list of codes known as a "coding frame" is prepared, which is the definition of deductive coding. This helps to concentrate the coding process on issues that have been identified as significant in the body of existing literature. Furthermore, the strategies used by the researchers to provide reliability are triangulation and coding systems. First, triangulation is found in the number of instruments used, which are three: documentary evidence, three observations, six interviews, and a sample used of twelve seventh-grade students. Second, the coding system denotes that the data collected was first classified as an initial code, and then those initial codes were classified one more time in a more specific code.

a. Influence of Teachers-selected Didactic Material

Regarding the implementation of didactic material and its influence, researchers did three observations to answer how the didactic material influences student motivation by measuring how frequently the teacher uses the material if the teacher varies the material, and if the students are engaged and interested in the class when they use these materials (see Table 1). The results have a positive connotation in their learning process where it is shown that, when the teacher used visual aids, students were more willing to complete the activities of the class by using the didactic material facilitated by the teacher. In addition, didactic materials change students' attitudes and participation in the class throughout the use of the materials. For instance, didactic materials help students to be engaged in the class when the teacher implements materials that make students feel motivated and part of the class.

Table 1.

Use of didactic material in the class.

Criteria	Indicators	OBS.1	OBS.2	OBS.3
	The teacher presents in the plan the use of some didactic material	A	U	U
	Teacher varies the types of didactic	U	S	S

Materials	materials in the class			
	Teacher creates didactic material based on his/her students' needs	R	R	S
	The teacher uses didactic material based on the level of the students	S	S	S
	The teacher uses different materials to engage students to participate in the class	R	S	S
	Students show interest in the class with the use of materials	S	S	S

Note: **A**=Always **S**=Sometimes **U**= Usually **R**=Rarely **N**=Never

Table 1. The use of didactic materials in the class.

Then, students mentioned the fact that, by using audiovisual material in the class, they better understand the target language rather than having the whiteboard as the visual material. The teacher used a combination of digital and printed materials in the class, which helped students to better identify their types of learning styles. When students were asked about how an English class normally is, they described it as a time in which whiteboards, visual aids, audiovisual material, and photocopies were used. The teacher uses a limited number of resources. Through the interview, students were asked about what is something that motivates them in the class. Students answered that they might be more engaged and interested in their learning process if the teacher implemented the use of more audiovisual material rather than printed or handwritten material. In contrast, the didactic material is not student-need-based (See Table 1). Since the first interview, students have explained that they prefer to have more audiovisual material or didactic material in which they can develop more than one skill, and by observing, the researchers were able to measure how often the teacher creates the material based on students' needs.

This confirms what Wachob (2006, as cited in Sun, 2010) noted as one of the reasons why students are motivated and participative in class: the use of interactive materials. Based on the data collected, using didactic material is essential to consider students' needs, levels, and interests. The teacher prepares the class and plans with the implementation of didactic material, but these materials are limited to audiovisual and printed material only.

Additionally, the material is always developed individually, which limits access to pair/group feedback. This supports the idea of Sing (2021); that is, using a variation of didactic material activities such as digital and authentic changes students' behavior, motivation, and interest in the class.

b. Motivational Impact of Didactic Materials in English Language Learning

The use of didactic resources in the classroom is limited. At first, according to the teacher's plan, the use of didactic materials was always implemented; however, according to observations and the interviews, students explained that the didactic materials used are the same types most of the time and the didactic material is not students' needs-based. The teacher used printed material with specific vocabulary, mostly in isolation, which made it difficult for students to understand the meaning in context. Also, researchers understand that all students learn at their own pace; for some students, the material was too challenging, while others found it too easy.

Table 2

Students' perception about the use of materials in class.

Didactic Material	Student perception	Impact on motivation
Videos	Monotonous and boring also helps memorize information	Decreases interest but also increases motivation
Photocopies	Monotonous and boring	Decreases interest
Whiteboards	Monotonous and boring	Decreases interest
Matching exercises on copies	Change motivation and participation	Improves motivation
Flashcards	Helps memorize information	Increases motivation
Posters	Helps memorize information	Increases motivation
PowerPoint presentations	Helps memorize information	Increases motivation

Table 2. Student's perception about the use of didactic materials in the class.

All this confirms what Torres (2021) suggested about the fact that the use of didactic materials expands the teacher's repertoire, and this provides teachers with a wider understanding of the importance of using flexible and engaging materials. To illustrate, a good example of this is the use of the same material in every class; it does

not motivate students, and their participation is less regular than when they use it for the first time as didactic material. The observations confirmed that students' motivation, interest, and participation are based on the materials used, layout, and appeal. When the teacher used a colorful flash card with good and bad manners illustrations, students started to pay close attention to the information projected on the television and were asked to say the word aloud, and they successfully did it.

c. Variability in the Use of Didactic Materials

When the researchers examined the unit plan, they noted that didactic materials were consistently used in classes; however, these materials were rarely digital and were usually audiovisual or printed. Students often had to pay for the printed materials; otherwise, they could not access them. The teacher utilized the classroom screen to project flashcards, vocabulary, or exercises, but these were always for individual work. Students did not have access to the digital materials unless they took photos of them. Furthermore, during the first observation, it was clear that the teacher did not use a variety of materials. The class in question is a conversational English class with six weekly lessons, requiring more student-teacher interaction and making engagement challenging.

In the same vein, instructions are necessary when explaining and using didactic materials in the classroom; as an illustration, the teacher does not provide clear instructions to the class, and that was experienced by the researchers through the third observation when the teacher was giving the instructions to students; she did not ask students if what she said was clear to them. What students did in the observations was to copy each other's answers. On the contrary, when the researchers were supervising the class because the teacher had to go to the principal's office with other students, one of the researchers asked students to do together an activity where they needed to mention nouns and adjectives according to the alphabet and repeat the adjective or noun that the classmate next to them said; the noun or adjective could not be repeated. In this activity, students could understand what they were asked to do and successfully participated. Reasons why students claimed in the interview that the implementation of more didactic material helped them to develop more skills beyond reading and writing and communication skills. Consequently, the variation of didactic material helps students to stay motivated and engaged in the class.

All these confirm what Araya (2011), Giasiranis (2020), and Kilickaya (2004) argued that if Bloom's Taxonomy Theory is considered, human beings' needs can be suited, and students and teachers can receive stimulus and transform it into motivation and autonomy in the process of learning. In fact, the organization of didactic material and the provision of clear instructions are essential in the classroom; otherwise, students must pay for their own material and have no access to digital material. Hence, when the interviewees were asked about what they would recommend, each of them gave different answers, but some others gave similar answers; for instance, 5 of 6 students answered that the class needed an

implementation of different types of didactic materials in which they can develop more skills rather than just reading or listening. It is important to know how students learn because, in this sense, materials can be created, adapted, and implemented in a way that every student feels comfortable. Also, this confirms what Abeysekera and Dawson (2014) exposed about flipped classroom methodology. This methodology is student-centered, which means that it involves focusing on moving tasks in time to set goals for learning.

V. CONCLUSIONS AND RECOMMENDATIONS

The researchers concluded that, in general, students prefer audiovisual material rather than printed didactic material in the class. Consequently, the results of this research support the idea that students feel more motivated and engaged if the didactic materials used in the class involve the use of audiovisual material such as images, videos, digital flashcards, and music. Additionally, it is important to know that the use of audiovisual materials extends the teacher's repertoire, students' learning styles, and knowledge. These results started to answer the central question of the case study; the variety of didactic material in the class invokes a way to keep the student's motivation in the class, besides the motivation that each student might have on their own.

This research has shown through the student's interview answers that there is a need for the variation of didactic material implemented in the classroom. It is crucial to know how the didactic materials' variation influences students' motivation when they are in classes to give the teacher and students some advantages. If teachers do not vary the didactic materials in their teaching plan, the class is going to be a routine in which students might lose their learning motivation.

The adaptation of the didactic materials should be based on the student's needs. An implication of this is that effective teaching materials should be tailored to the individual needs of each student. Equally important, it is necessary to know that the adaptation of materials in the class has some influence on students. When teachers plan, adaptation is an essential characteristic because it is going to respond to a student's needs and level.

On top of this, these findings suggest that, in general, pair and group didactic materials are essential components of an effective English language teaching (ELT) program. The researchers concluded that teachers should make a concerted effort to incorporate pair and group didactic materials into their lessons. Students might develop skills to communicate effectively and to solve tasks and conflicts successfully, which is, in fact, part of the answer to the central question that refers to the impact of using didactic materials on students' motivation.

In addition, this study has shown that using flipped classroom methodology and upgrading didactic materials rather than using the teachers' guide from MEP is key

when teachers want students to be engaged in the class. To have more motivated students, teachers might keep upgrading their didactic material. It is important to understand why upgrading didactic material is essential to having motivated students in the class. Teachers will be teaching students about an outdated reality that is not based on the most recent technological advancements.

Firstly, researchers concluded that varying didactic materials helps students better understand the target language and balance their implementation, enhancing the learning process. This variation allows students to explore their learning preferences, increasing engagement and motivation. Teachers should adapt materials to meet students' learning styles and incorporate pair and group activities at least once a week to develop skills like problem-solving, speaking, and confidence. Finally, regularly updating didactic materials can boost student motivation. Researchers advised EFL teachers at Colegio Técnico Profesional de Corredores to follow an action plan based on these findings.

APENDICE

A. Action Plan

This action plan centers on using a Canva presentation as a workshop to introduce a range of digital, realia, and authentic didactic material that can be used in the classroom by English teachers to motivate students from Colegio Técnico Profesional de Corredores. The workshop includes an icebreaker, which consists of mentioning orally three digital web pages in which teachers can create or find didactic material to be implemented in the classes. Also, it has a general introduction to a digital tool, an explanation of how the tool works, and examples of the didactic material that can be made with this tool; also, the use of a ball as realia didactic materials and examples of activities in the class can be used to motivate students to participate more in the class.

Finally, a post from Instagram is used as an example of authentic material. The activity consists of a warm-up activity in which the teacher gives students five minutes to read the post. Once they read it, they write three words in their notebook with which they are not familiar. Then, students are asked to look in the dictionary for the meaning of those three previously selected words. Ultimately, the teacher asks students to share orally the words and their meanings. There is a conclusion and final work activity in which teachers must plan a lesson of sixty minutes using at least two different types of didactic material previously presented.

The aim of this action plan is to promote the variation of didactic materials used in class to motivate students. The need to encourage students to participate in class led to the creation of a workshop that includes examples of how realia, digital, and authentic material are implemented in class. This works as a guide for English teachers to implement a variety of didactic materials. The reason researchers decided to create this action plan is to make English teachers vary the materials they implement.

Finally, the outcomes obtained in this case study revealed the necessity of clarifying why the implementation of different types of materials is significant when talking about motivation in learning a language.

Workshop:

https://www.canva.com/design/DAFyvywhmEc/gNdI5Q01CJ-SYoe6iR2hkA/edit?utm_content=DAFyvywhmEc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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