

Chapter 13

Using Authentic Materials and Differentiated Instruction to Match EFL Learners' Motivation

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ABSTRACT

This research was conducted to examine authentic materials (AMs) and differentiated instruction (DI) in matching Vietnamese EFL learners' motivation. Thus, 48 students majoring in Accounting learning General English at a university in Vietnam were recruited. A questionnaire survey and interviews were carried out. The figures collected with the questionnaire on learners' motivation showed the differences in motivation among EFL learners, and the data gathered from interviews indicated learners' attitude towards AMs and DI. The findings revealed that there were dissimilarities in EFL learners in terms of motivation, and AMs as well DI played as powerful tools in satisfying learners' motivation. This study also suggested some implications on AMs and DI for EFL teachers.

INTRODUCTION

Learners' motivation has been seen as a significant element having positive effect on language learning, so it is understandable that EFL teachers have sought ways to develop EFL learners' motivation. In recent decades, many scholars have not stopped finding various strategies to satisfy learners' motivation which has a close tie with academic achievement and interest (Ceylan & Sever, 2020; Lavrijsen

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et al., 2021). Meanwhile, Hamouda (2020) revealed that with authentic materials (AMs), learners showed noticeable improvement and positive attitude in their learning. In fact, utilizing AMs in lessons could gain many merits through the process of displaying real language to learners and then aids to shape learning motivation. Furthermore, differentiated instruction (DI) has captured the increasing interest of a big number of researchers as a helpful channel for teachers to observe differences among learners and to make sure they can reach the learning outcomes. DI is among great practices that can be implemented by teachers in order to plan their instructions so that they can respond the interests and desires of varied learners, and therefore, upsurge their motivation. Consequently, while numerous worldwide researchers linked motivation with AMs or ID in language learning, in Vietnam, in recent years, learners' motivation, AMs and DI have been mentioned in EFL teaching. Despite that, studies on cooperating AMs and DI to enhance EFL learners' motivation in the world and Vietnam have been restricted in quantity.

Thus, the current study aims to focus on AMs and DI as tools to match learners' motivation. Therefore, this study is targeted at answering two research questions:

1. What is the level of learners' motivation?
2. To what extent do AMs and DI enhance learners' motivation?

The study partially deepens the research concerned about the effectiveness of AMs and DI on learners' motivation. Since limited studies have investigated these matters in the Vietnamese context, the research findings are helpful in supplying EFL teachers in both Vietnam and other similar EFL settings with valuable insights on learners' motivation and benefits of AMs and DI. The study adopted a mixed research method which focuses on Vietnamese learners who major in Accounting and study General English at a small university in a southernmost province of Vietnam.

BACKGROUND

Learners' motivation

The important role of motivation in EFL learning and teaching was supported by many studies (Oga-Baldwin et al. 2017; Peng & Fu, 2021). In academic contexts, motivation is regarded as internal or external factors helping learners accomplish a task (Lu et al., 2021). Meanwhile, both internal and external elements have been mentioned by many researchers when considering the significance of motivation for learners in achieving task fulfillment (see, Dimas et al., 2021, for example). Motivation was described as an internal satisfaction (Dimas et al., 2021) while

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