

Improving Young Learners' Motivation in Reading and Vocabulary Learning Through Authentic Materials

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The study explored how the use of authentic materials promoted learners' motivation, improved reading skills and increased the volume of vocabulary in young learners. The study involved 46 fifth-graders who are taught reading with real-life materials like emails and letters, post cards, advertisements and graded readers, besides the compulsory textbook, over the course of one semester. Both quantitative and qualitative data collected from pre-tests and post-tests, class observations and teacher interviews were analysed. Data showed that reading materials from authentic sources led to young learners' greater interest and more willingness to participate in the lessons. In addition, it was also revealed that there was significant improvement in 87% and 92 % of the students as regards reading comprehension and vocabulary scores respectively. The findings suggest that if authentic materials are properly used with well-designed tasks and elaborate teacher's guidance, young learners' motivation to learn and their language knowledge and skills can be considerably enhanced.

Key words: young learners, authentic materials, motivation

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